

Paul Mpagi Sepuya: Exposure
Dora Budor: Again

27 Jan – 5 May 2024

The resource is designed for **primary, secondary and post 16 students**. It can be used as part of a range of curriculum areas: Art & Design, Photography, Geography, History, PSHE, SRE, Citizenship, English and creative writing as well as discussion of contemporary issues. The exhibitions raise **themes of social justice, politics of architecture, design and public space, community, identity and relationships** as well as **supporting an LGBTQ+ curriculum**.

These activities are designed to be picked up and **used in around the galleries and our building**. Some activities can be **used outdoors and independently of a 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 **connect to artworks and navigate the galleries and content**. Resources include:

- **Acts of Looking**: an activity exploring **perspective through handling materials**
- **View – Finders**: an activity to support **observation and creative writing**
- **Hidden Structures**: a **building activity** to ask **critical questions**
- **Kaleidoscopes**: an activity to support **experimentation and observation**
- **Walk Ways**: a set of **creative walks**

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

We **encourage you to adapt resources** to suit your group. We **invite you to share photographs, responses and feedback** on social media [@nottm_contemp](https://www.instagram.com/nottm_contemp) or with the team learn@nottinghamcontemporary.org

We hope the resources **support connections and enjoyment of the exhibition**, as well as **a creative curriculum**.

Acts of Looking

An activity exploring perspective through handling materials.

Across all galleries, small groups

Both of our artists, Paul and Dora are interested in looking. They play with perspectives and reveal and conceal things in different ways. Dora makes artworks about the hidden architecture around us, and Paul does this with his camera and studio.

Paul's photographs use mirrors and play with sightlines. We often look at images within images in his work and he uses the objects in his studio to hint at other stories. In this activity you will explore materials and objects and play with perspective. Some of the materials in this activity come directly from Dora's studio experiments.

Materials: Sensory bags, 30 sleep masks, word bank, coloured filters, mirrors

Warm up activity:

Explore a range of objects through touch. These objects have been chosen to represent the creative processes and objects the artists use.

- Take it in turns to put on a sleep mask and choose an object from the bag. What words come to mind as you explore the object without seeing it?
- Share with the group how your object feels. Try to use as many different words as possible. Work together to think of words and use the wordbank as a prompt if needed.
- After everyone has had a turn, look at all of the objects. Are they what you were expecting? Discuss the different words you have used with your group. Share with the class.

Activity:

Use the same objects to experiment with positioning and perspectives.

- Place the objects in the gallery. Choose which objects you want to use and how you want them to work together. What do you notice when the objects are viewed from different positions and angles?
- Use **mirrors** and **coloured filters** to further change your composition.
- Position yourself amongst your arrangement. How does this change things?
- Share your ideas with the class.

Discussion points:

- What similarities and differences do you notice with how each group has arranged their objects?
- How do the colour filters change the composition?
- How important is it to use materials that feel a particular way as well as look a particular way?
- What else might influence the objects and materials you use?

View – Finders

An activity exploring perspective through handling materials.

Across all galleries, small groups

Paul and Dora both think about perspectives. They ask the viewer to think about the framing of objects, or images and observe details and viewpoints in different ways. In this activity you will explore the exhibitions and different ways to frame an artwork.

Materials: Frames, materials

Warm up activity:

- Look at the whole of an artwork
- Next, use your fingers on both hands to make a viewing frame
- Find a space: move back and forth from the artwork to see it 'close up', in 'mid shot', and in the 'distance' using your viewing frame
- Observe the whole of the artwork through your viewing frame

Activity:

- Take a viewing frame and look at the artwork
- Using the other materials, block out part of the frame by pushing the Velcro (scratchy fabric) pieces together.
- Repeat the earlier 'close up/mid shot/distance' exercise where you moved back and forth, by being still and moving your viewfinder towards your eye, to decrease, or increase the section of the artwork visible through your frame.
- If there is colour, texture, or shape in the frame you are looking through how does focussing in on the area, or pulling away, make you feel?

Discussion points:

- How does looking through this frame change your experience of the artwork?
- Look at one corner, key image or intriguing aspect of the artwork - which is your favourite part?
- Where is the artist most keen to direct your attention in the work...is it the whole, or one part that speaks to you, now you look at it like this?
- Observe details closely– are there any that might otherwise get missed within the whole image or work?
- Play around with the aspect ratio (i.e. the position of the frame as portrait or landscape, or at an angle) Does this change your perception of the small area you are viewing?

Extension: Poetry Engine

- Use your viewfinders to frame different parts of an artwork and the gallery. Find views that are wide and ones that are close-up.
- List what you see, feel, hear, imagine or what it reminds you of or makes you think about.
- Create two lists– one for the wide views and another for the close-up ones. Write them in two columns side by side.
- Combine the words from each column to create a short poem, adding more words as you discover what the poem might be, and what the art works makes you think about.

Only use words from the list that help you start the poem, or which feel important. The poem doesn't have to 'describe' the artwork itself, unless you want it to.

Hidden Structures

A construction activity to ask critical questions.

Galleries 3 and 4, small groups

Artist Dora Budor has created new artworks based on her time spent in Nottingham and in other cities. Her work shares ideas and experiences, often hidden within the architecture around us. For example, some places are designed to encourage certain people and activities and to discourage others.

Dora's work helps us notice and think about things. To do this she considers:

- Why a building or a feature is there, and why does it look like this?
- The space around, or inside buildings, who and what is it for?
- How the building and the spaces make things easier for people?
- How the building and the spaces make things harder for people?

In this activity you will work together to create a structure with your bodies and materials and question spaces and structures like Dora.

Materials: Fabric: sheets and squares, material bands, clips

Please do not touch the artworks and move carefully.

Activity

- Create a structure using the fabric – some of the group will need to use their bodies to become part of the structure to help form supports and walls – they may want to get inside the fabric. Other people will support and give directions from the outside.
- Use the clips and bands to find a way to join the fabrics and add windows, doors or a chimney to your structure.
- Think about Dora's considerations. Imagine who and what your structure might be for? Who and what isn't it for? For example, is it for an adult, for a child, to be alone, to be together. How will your design change?
- Experiment with different structures and features. Think about your space inside and out.
- Share your design and thinking with the class.

Discussion points:

- How did you work together to create a structure?
- Who and what is the space inside and outside for?
- How did this change your design?

Kaleidoscopes

An activity to support experimentation and observation.

Across all galleries, small groups

Artist Paul uses mirrors in his photographs. The image we see is of the reflection. We are surrounded by reflections. From our own reflections looking back at us in the mirror or a window, we see reflected and mirrored images wherever we go.

Mirrors and reflections can bring curiosity, fascination and help us discover new ways of seeing the spaces around us, ourselves, and the artworks at Nottingham Contemporary.

This activity was developed through a collaborative artist workshop with Year 4 pupils from Sneinton C of E Primary School.

Materials: Kaleidoscopes, velcro,

Use these different tools to explore the galleries and the building. Find different ways of seeing the artworks, the spaces around you and yourself.

- Use the velcro to stick the different mirrors and kaleidoscopes together. Add mirrors to the extending stick and angle in different ways.
- Experiment by lying on the floor and angling our viewing tools in different ways. What happens when you add a mirror or take one away?

When we use our viewing tools and see our own reflections, we become part of the art exhibition. How can your body be part of the artwork?

- How does the light around us react to your viewing tools. Create reflections, lights and shadows that change the spaces around you.
- How do the things you see, and the sounds you hear change when you use the different kaleidoscopes?

Walk Ways

A menu of creative walks

Around the building and in the outdoors

For individuals, pairs, small and larger groups