

**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](mailto: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

### 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

**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 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 building 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, tape

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 and tape 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 created by Amelia Daiz

**Around the building and in the outdoors**

**For individuals, pairs, small and larger groups**

*Dora makes artworks about the world around us. Use these cards to walk and explore. Walks link to ideas in Paul and Dora's exhibitions. On each card alongside each walking prompt you will find a suggested group size, time and materials needed and a suggestion to develop the activity in another way, taking into consideration weather, materials, time and accessibility.*

									
 <table border="1"> <tr> <td data-bbox="159 1243 422 1310">  <p><b>Time</b> A suggested minimum time for each activity.</p> </td> <td data-bbox="438 1243 702 1310">  <p><b>Group Size</b> A suggested group size - individually, pairs, small or large groups.</p> </td> </tr> <tr> <td data-bbox="159 1332 422 1444">  <p><b>Materials</b> The materials needed. Many activities don't require specific things. Materials can often be substituted for what you have to hand.</p> </td> <td data-bbox="438 1332 702 1444">  <p><b>Another way</b> A suggestion to develop the activity in another way, taking into consideration weather, materials, time and accessibility.</p> </td> </tr> </table>	 <p><b>Time</b> A suggested minimum time for each activity.</p>	 <p><b>Group Size</b> A suggested group size - individually, pairs, small or large groups.</p>	 <p><b>Materials</b> The materials needed. Many activities don't require specific things. Materials can often be substituted for what you have to hand.</p>	 <p><b>Another way</b> A suggestion to develop the activity in another way, taking into consideration weather, materials, time and accessibility.</p>	 <h2>Places for portraits</h2> <table border="1"> <tr> <td data-bbox="758 1198 1037 1332">  <p><b>Instruction</b> Try and find interesting sites or backgrounds to make portraits of each other, using a camera or by drawing. Think about colour, light, and interesting objects to include.</p> </td> <td data-bbox="1053 1198 1300 1265">  <p><b>Materials</b> Camera, paper, pencils</p> </td> </tr> <tr> <td data-bbox="758 1355 1037 1444">  <p><b>Another way</b> Try placing an object on different surfaces, backgrounds and in different lighting. How does the object change?</p> </td> <td data-bbox="1053 1288 1300 1400">  <p><b>Time</b> 30+ mins</p> <p> <b>Group size</b> Pairs or small groups</p> </td> </tr> </table>	 <p><b>Instruction</b> Try and find interesting sites or backgrounds to make portraits of each other, using a camera or by drawing. Think about colour, light, and interesting objects to include.</p>	 <p><b>Materials</b> Camera, paper, pencils</p>	 <p><b>Another way</b> Try placing an object on different surfaces, backgrounds and in different lighting. How does the object change?</p>	 <p><b>Time</b> 30+ mins</p> <p> <b>Group size</b> Pairs or small groups</p>
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## Left or right?

**Walk Ways**

**Instruction**  
In pairs or small groups take it in turns to decide which direction to go at each turning.

**Materials**  
None

**Time**  
15+ mins

**Group size**  
Pairs to large groups

**Another way**  
What's a new direction or way of moving that you don't usually do?



## Fun walk

**Walk Ways**

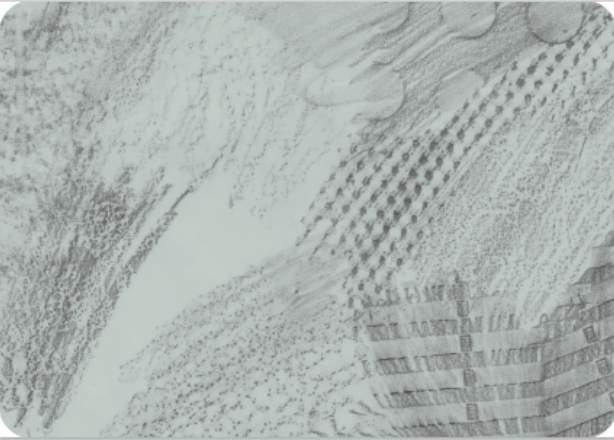
**Instruction**  
During a walk see how many ways of walking you can do: fast, slow, shuffling, bouncy, sideways, backwards...

**Materials**  
None

**Time**  
5+ mins

**Group size**  
Pairs, small or large groups

**Another way**  
How many different ways can you move? Can you give them a name? Share your favourite way to move.



## Reflections

**Walk Ways**

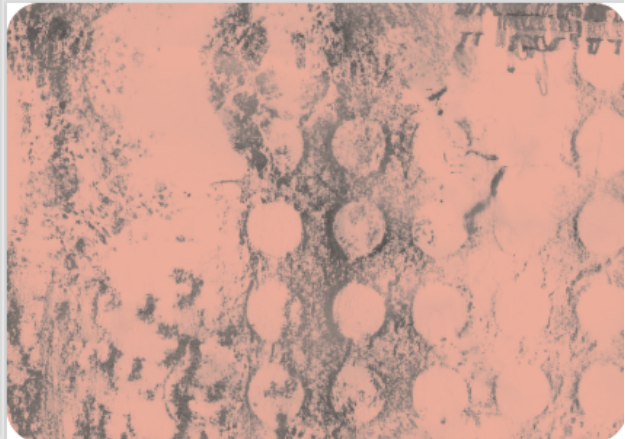
**Instruction**  
See how many reflective surfaces you can find and take pictures in; think about mirrors, glass, water, or metal surfaces.

**Materials**  
Camera

**Time**  
10+ mins

**Group size**  
Individuals, pairs or small groups

**Another way**  
Can you spot any reflective or shiny surfaces? What can you see reflected in them?



## Shadows

**Walk Ways**

**Instruction**  
Whilst outside on a sunny day take photos of each other's or your own shadows. How can you make your shadow look bigger or smaller?

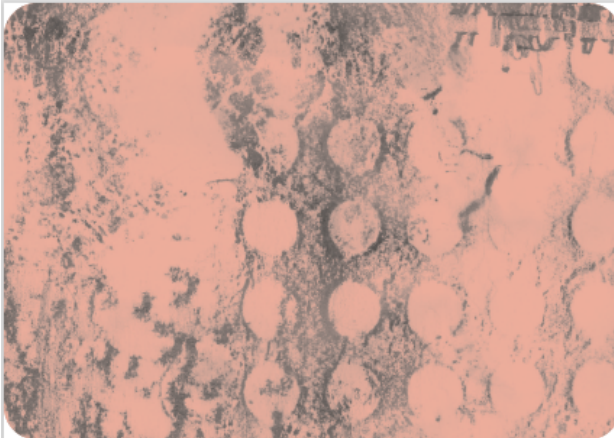
**Materials**  
Camera, light

**Time**  
15+ mins

**Group size**  
Pairs

**Another way**  
Using a torch try and create shadows using your body or objects.





## Shadows

**Walkways**

**Instruction**  
Whilst outside on a sunny day take photos of each other's or your own shadows. How can you make your shadow look bigger or smaller?

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**Another way**  
Using a torch try and create shadows using your body or objects.

**Materials**  
Camera, light

**Time**  
15+ mins

**Group size**  
Pairs

## Follow your ears

**Walkways**

**Instruction**  
Start walking in the direction of a sound, when you find the sound, or stop hearing it, listen for another sound and move towards that, and so on (If you are not able to find your sound. Listen for a new one).

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**Another way**  
What are some sounds that you might hear on a walk? What is your favourite sound to hear outside?

**Materials**  
None

**Time**  
15+ mins

**Group size**  
Individuals, pairs or small groups



## Sound Walk

**Walkways**

**Instruction**  
Find things that can make sounds, try to record them, either with an electronic recording device or by describing the sounds using words.

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**Another way**  
Try to use instruments, objects or your body to replicate sounds you might hear while on a walk.

**Materials**  
Electronic recording device, paper, pens

**Time**  
30+ mins

**Group size**  
Individuals, pairs or small groups

## Follow your nose

**Walkways**

**Instruction**  
Start walking in the direction of a smell, when you find the smell or stop smelling it, try and find a new scent and follow that, and so on. (If you are not able to find your smell. Try to find a new one).

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**Another way**  
What are some scents that you might smell hear on a walk? what is your favourite scent to smell outside?

**Materials**  
None

**Time**  
15+ mins

**Group size**  
Individuals, pairs or small groups