

# TATE KIDS

## Live Art

### Creating a piece of art through movement

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11 to 14 year olds

### Aims

Pupils will:

- explore art through a kinetic experience
- develop their own artistic ideas

### Learning Outcomes

Pupils will:

- express a response to music through movement
- record body shapes through observation
- work collaboratively to develop a simple motif of shapes into a 'picture'
- select appropriate materials or props to enhance the visual effects of the picture
- match and develop an artistic idea to a purpose and audience

### The Idea

You will be using an adapted version of [Make your mark](#), or [Art and performance](#) for the first session of this lesson. You will find these in the [Tate Create](#) section of Tate Kids.

You could refer to [Strike a pose](#) for ideas to help with the final session. If you are not a confident teacher of movement don't worry – all the guidance you need is here and your pupils will surprise you!

You will help pupils understand that they can create a 'picture' with their bodies that will communicate with an audience in the same way as a painting or sculpture. To help your pupils achieve their full potential you will need to work through the full process and allow plenty of time for discussion and experimentation. Opportunities to review each others' work are an integral part of the process.

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### Timing

Live Art is a series of three sessions, two of which should be in the school hall. You can add an optional (additional) plenary or develop the work much further through extended art work or creative writing.

Some of your pupils may enjoy using [Tate Paint](#) (you will find it in the Games section of Tate Kids) as a way of recording some of the symbols and notations the class use during this project. This would make an informative display which could also be used as guidance and inspiration for future classes.

### You need

- The relevant activities from Tate Create.
- An appropriate piece of music. Pupils could make their own selection from several provided by the teacher.
- A CD/Tape/MP3 player that is linked to suitable speakers.
- A selection of props to use before the final movement session. These could include bendy foam hose, garden hose pipes, long scarves, long strips of soft material, brightly coloured cardboard shapes or anything else your pupils want to use.
- Sketch pads and pencils, coloured pencils.

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#### Do it!

##### Session 1 (approximately one hour, in the hall)

This lesson is an adapted version of *Make your mark*. You could adapt *Art and performance* if you prefer.

- Ensure pupils understand that they are going to respond to the music through movement.
- Outline the whole project so they understand that they are going to work over a number of sessions.
- Ask pupils to work in pairs, as pupil A and pupil B. They will take it in turns to move to the music whilst their partner watches and records some of the shapes they see their partner make. You do not need to block out sound for pupils who are recording observations.
- The pairs should then swap over, so pupil B now completes pupil A's role.
- Give pupils time to reflect on their work in their pairs. Ask them to do the following:
  - Look at and talk about how each has recorded their observations
  - Find a method of 'notation' that they can both work with.
  - Identify their favourite shapes and begin thinking about how they could use these, when working together, to create a picture that will communicate with audience. Their completed work should be a movement sequence in which both partners perform. It should be built around a motif (a short sequence of repeated shapes) which culminates in a still pose (their final picture).

##### Session 2 (Three quarters of an hour to one hour, in the classroom)

- The pairs begin to plan their ideas (trying out moves in the classroom if they wish) and choose or make simple props to add additional visual emphasis to their movement picture. You could discuss Calder's work in *Strike a pose* at this point but don't show your pupils the workshops photographs – keep these for the plenary.
- They should add notes and ideas to the starting points in their sketch books.

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#### Session 3 (one hour, in the hall)

- Pupils spend the first part of the session working on their completed movement picture.
- They then perform for their peers.

#### Plenary (hall or classroom)

- Pupils discuss each others' work, identifying what they liked and enjoyed and similarities in ways of working and ideas portrayed.
- Pupils discuss what they liked or disliked about creating a piece of art in this way
- Pupils share the examples of the responses of others to this task by looking at the examples on Strike a pose and consider if they would use any of these ideas themselves in the future.

#### Curriculum links

These links are based on the English Art and Design Curriculum for Key Stage 3.

Exploring and developing ideas:

Pupils will:

- record and analyse first-hand observations, select from experience and imagination and explore ideas for different purposes and audience
- discuss and question critically their own work and the work of others to help them develop ideas
- organise and present what they learn through sketch pad notations and ongoing recorded ideas and suggestions

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### Investigating and making art, craft and design

Pupils will:

- investigate, combine and manipulate materials (including themselves) and images, taking account of purpose and audience
- extend their experience and understanding of different processes in creating a piece of art
- experiment with and select methods and approaches, synthesising observations, ideas and feelings to create a visual image

### Evaluating and developing work

Pupils will:

- analyse and evaluate their own and others' work, express opinions and make reasoned judgements
- consider and recognise how they can adapt and refine their own work in the light of their own and others' evaluations

### Knowledge and understanding

Pupils will:

- learn more about the images they can portray using themselves, becoming aware of how these can be manipulated and matched to ideas, purposes and audiences
- learn more about symbolic representations (both conventional and non-conventional) and how these can be used to represent ideas, beliefs and values in works of art

### Breadth of study

Pupils will:

- explore a particular starting point to help them understand the range and breadth of starting points available for creative response  
work collaboratively with a partner and discuss and evaluate work within a large group

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