

# TATE KIDS

## Mind Maze

A maze of hopes, fears and dreams – A sculpture of words, graffiti, structures and string

Page 1 of 5

7 to 11 year olds

### Aims

Pupils will:

- experience and understand the process of creative and collaborative design from stimulus and planning through to making and assembly to evaluation and presentation
- be encouraged to think outside of the box

### Learning Outcomes

Pupils will:

- discuss the idea of a Mind Maze and consider how their minds are sometimes crammed full of different thoughts
- use descriptive language to illustrate what it feels like when their minds are buzzing in both positive and negative situations
- consider how these ideas could be turned into art work
- look at and discuss the work of a selection of artists and consider how they could use these ideas for Mind Maze
- plan and work through a project requiring teamwork and all its associated skills including decision making and co-operation
- make their own decisions about what they create and the materials and skills they will use
- have the opportunity to try out tools and various techniques
- have the opportunity to review and enjoy their work
- present their work to an audience including an explanation of how it came about and what it represents

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Page 2 of 5

7 to 11 year olds

### The idea

Please refer to the following [Tate Create](#) activities for this project:

[Twisted words](#), [Graffiti doodles](#), [Your string den](#) and [Junky funky sculpture](#)

This activity can be done on a small (two Tate Create activities) or large scale (all four Tate Create activities).

If you choose a small scale you will need to include at least one word-based activity (Twisted words or Graffiti doodles).

You can also use [Tate Paint](#) very effectively as part of the work, whether you choose to work on a small or large scale. Pupils can use it as part of the planning process, as part of the completed design itself or on completion to encourage children to record individual responses to the work.

### Timing

#### Small scale

- One hour for discussion, to look at the artists' work and make your plans.
- One hour for making and construction (depending on which activities you choose).
- A short plenary session to enjoy and review the children's completed work.

#### Large scale

- One hour for discussion, review of artists' work, selection of groups and planning. Pupils working within the two construction activities (Your string den and Junky funky sculpture) will need to plan and work together.
- At least one hour for the making and construction
- Half an hour for pupils to add their Graffiti doodles and Twisted words to the maze
- One hour for a preparation for a presentation, and the presentations.

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# TATE KIDS

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Page 3 of 5

7 to 11 year olds

The outline below is for the large scale project. Please adapt according to your needs.

### You need

- A corner of the classroom (more interesting than a flat wall)
- Examples of the artists' work from Tate Create - online or paper copies
- Strips of paper, card, corrugated card etc for Twisted words
- Selection of magazines, newspapers for headlines/captions for Graffiti doodles
- Cardboard rolls, tubes, card, etc for Junky funky sculpture
- Wool and string for Your string den
- staplers, glue, felt tips etc.

### Do it!

#### Session 1 (one hour)

- Introduce the idea of a Mind Maze to pupils. Encourage discussion as to what it might mean. What is a maze? What is a maze in the mind? What is your mind like when you are really excited? What happens to your thoughts? What about when you feel sad, frightened, angry etc?
- Ask pupils for ideas about how they could show what happens inside their busy minds through art. Offer examples of the work by Paula Rego (Graffiti doodles) and Richard Deacon (Twisted words). Could your pupils show the 'busyness' of their minds like this?
- Introduce examples of the work by Angela Bulloch (Your string den) and Anthony Caro (Junky funky sculpture). Can pupils imagine how they could use a string maze and imaginative sculpture to illustrate the Mind Maze – full of ideas and thoughts buzzing round and round?
- Help your pupils organise themselves into groups, one for each activity and allow them time to discuss what they will do and begin their planning.

#### Session 2 (at least one hour)

- The Your string den group and the Junky funky sculptors construct and assemble as they go. The word groups create their graffiti and twisted words to assemble later.

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# TATE KIDS

## Mind Maze

A maze of hopes, fears and dreams – A sculpture of words, graffiti, structures and string

Page 4 of 5

7 to 11 year olds

### Session 3 (one half hour session)

- The word groups hang/attach their artwork to (and above) the maze. All pupils participate through decision-making and discussion.

### Plenary

- Ask pupils to share their responses and thoughts about their work. Do the different components of the maze come together well? Does the maze reflect what they wanted it to? Can pupils find words or phrases to sum up their creation?

### Session 4

Presentation of the artwork to an audience.

Try and find time to do this if you can. Work with your pupils to plan:

- the format of the presentation.
- who will speak about the work and what will be said to the audience.
- who could act as a panel to answer questions.

### Curriculum links

Pupils who undertake the small scale version will experience the areas noted in black. Those who explore all the ideas in the project will also cover the areas noted in green. These links are based on the English Art and Design Curriculum for Key Stage 2.

### Exploring and developing ideas

Pupils will:

- record ideas from their imagination and explore ideas for their chosen purpose
- question and make thoughtful observations about their starting point and select ideas to use in their work

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Page 5 of 5

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### Investigating and making art, craft and design

Pupils will:

- investigate and combine visual qualities of selected materials and processes and match these qualities to the purpose of their work
- apply their experience of materials and processes (connected with collage and random modelling), developing control of tools and techniques
- use a variety of methods and approaches to communicate ideas and feelings and design and make images and imaginary structures

### Evaluating and developing work

Pupils will:

- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- describe how their work could be adapted or developed further

### Knowledge and understanding

Pupils will:

- explore visual elements including colour, pattern, shape, form and space and how they can combine these elements to make them fit their purpose
- will learn how to use some of the materials and processes used in craft and design and how to match what they use to their ideas
- be aware of the roles and purposes of selected artists

### Breadth of study

Pupils will:

- build on a starting point to create a piece of art
- work on their own and in collaboration with others on a three-dimensional project
- use a range of materials and processes (including ICT)
- investigate art, craft and design through reference to the selected artists in Tate Kids

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