



Exhibition Teaching Resource Pack

The Scottish Queen
Park Hill
Sheffield

8 August – 9 September 2015

www.tinsley.site



HOW TO USE THIS PACK

This education pack has been developed as a resource for teachers and pupils to gain a greater understanding of David Cotterrell's new exhibition, 'Terminus', through a series of activities.

Each activity relates to the theme of Transport in the exhibition.

The activities in this resource are designed for Key Stage 2, but can be adapted by teachers for all levels

Activities can be worked on in groups or individually.

Each activity has four key points:

THINK teachers and pupils are encouraged to consider the ideas behind the work in 'Terminus' in relation to their own environment.

RESEARCH pupils can carry out independent and/or group research into the history and infrastructure of transport in their area, how it has evolved and what the future might hold.

MAKE teachers and pupils can work together to develop critical responses to the work in 'Terminus', which can be uploaded to the Project website.

CURATE pupils can be involved in selecting images, uploading and displaying their writing on the project website, enabling a deeper understanding of the relationship between Cotterrell's work and their personal responses to it.

There are images throughout this resource pack that can be used to remind teachers and pupils of the way in which the artist works. These images are not always artworks, often they are like visual notes that the artist has collected. These can be used to prompt questions, discussions and ideas that can lead to exciting and engaging activity work.

A glossary of terms is included at the back of this pack.

DAVID COTTERRELL

David Cotterrell was born in 1974 in East London. He studied foundation art at St Martins College of Art & Design before going to Winchester School of Art and completing a Master's degree at Chelsea College of Art and Design.

He is an installation artist working across media and technologies to explore the social and political tendencies of a world at once shared and divided. His practice is typified by an interest in intersection: whether fleeting encounter or heavily orchestrated event, Cotterrell's works explore the human condition and the breaks or nuances that can lead to a less ambiguous understanding of the world they inhabit.

Encapsulating the roles of programmer, producer and director, Cotterrell works to develop projects that can embrace the quiet spaces that are the sites for action, which might (or might not) be clearly understood in the future. Cotterrell's work has been commissioned and shown extensively in Europe, the United States and Asia. He lives in London, is Professor of Fine Art at Sheffield Hallam University and is represented by Danielle Arnaud.

Using Cotterrell's new exhibition, 'Terminus', at The Scottish Queen as a starting point, this Resource Pack offers teachers, support staff and carers a way to connect specially commissioned artworks with children.

Critical to the works contained in 'Terminus' are ideas about traffic – what makes it, how its flow patterns emerge and what, taken to its most absurd heights, it might look like in an alternative reality.

'Terminus' focuses specifically on Tinsley and its environs and there are many ways young people can connect with the artworks and the ideas they explore through their own experience of their daily environment.

What traffic has been in the past, how it appears in the present and what its future might look like can all be explored by pupils and teachers, and there are several activities outlined in this pack to help local schools get the most out of this exhibition.

RESPONDING TO THE EXHIBITION

The questions below can be answered in groups through discussion and/or group presentations to the rest of the class.

Choose one of the artworks in the exhibition and in groups describe what the artist is trying to convey.

What words come to mind when looking at the work? Make a list of ten words that you can share with the rest of the class.

Can you identify the different materials that the artist has used to make the work?

Does the artwork reflect your ideas about Tinsley? If it does, how does it do this?

How do the different artworks in the exhibition connect to one another and Tinsley?

EQUIPMENT AND MATERIALS YOU MIGHT FIND USEFUL

Pencils

Pens

Paints

Paper

Rulers

Protractors

Compasses

Scissors

Model cars

Train tracks

Construction materials like Meccano, Lego or Duplo

Cardboard boxes

Newspaper

Glue

Tape

ACTIVITY 1: MATERIALITY

About this activity

Like many other artists, David Cotterrell often works with 'ready made' materials. For 'Terminus' he has used slot cars and off-the-shelf computer programs to make artworks.

In 1917, Marcel Duchamp famously took a piece of bathroom sanitary ware, turned it on its side and called it *Fountain*. The American artist, Chris Burden, worked for many years with Meccano and other children's construction materials to make artworks that replicated famous landmarks like bridges and buildings.



Marcel Duchamp *Fountain* 1917



Chris Burden *Tyne Bridge* 2002

This activity aims to explore the way in which we approach materials and the making process.

THINK Have a good look around the exhibition. See if you can recognise any of the materials the artist has used to make the artworks.

RESEARCH Working in small groups, can you do a bit of online research to find other artists, like Marcel Duchamp or Chris Burden, who have also used everyday objects to make their art? What did they use and how?

MAKE Using the materials you have to hand, are you able to make your own 'ready made' artwork? Do you think that the materials you select will affect the art you make?

CURATE As a class, can you successfully arrange the ready-made works you have made? Write a plan for how they all fit together and see if you can find a way to stage a virtual exhibition of your new works on the project website.

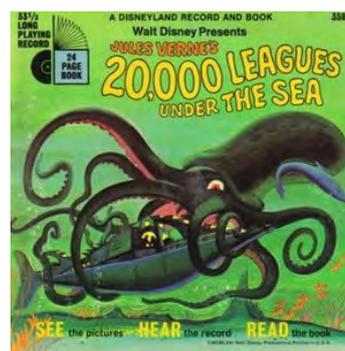
ACTIVITY 2: IMAGINING TRAVEL

About this activity

Artists are often inspired by popular culture. Some of Cotterrell's work references Jules Verne's 1869 science fiction novel *20,000 Leagues Under the Sea* and the 1980 movie *Flash Gordon*.



Flash Gordon, dir. Mike Hodges, 1980



Disney LP, 1954



Shanghai, China



Amsterdam, The Netherlands



New York City, USA

This activity aims to get us thinking about how we can write a creative narrative based on familiar, everyday events.

THINK Consider how you travel back and forth to school everyday. Do you always take the same route, or does it vary? What kind of traffic do you encounter?

RESEARCH Can you find out how people living in other parts of the world travel? What was it like to travel in Tinsley 100 years ago?

MAKE Write a story about an everyday journey. Make sure you include ways of travelling that you don't normally use, but try to describe these travel forms for your readers: what do they smell/feel/ sound and look like?

CURATE Select a variety of writing samples that complement one another. Choose different lengths and styles to keep readers interested and upload these to the project website.

ACTIVITY 3: DESIGNING FLOW

About this activity

A large part of this exhibition considers how traffic moves, what factors affect its flow and how this flow can be interrupted. The artist has studied archival evidence and worked with motorway planners to understand how traffic jams occur.



Shared highway, CA, USA



Panama Canal, Panama



Motorway junction, UK

The aim of this activity is to get pupils thinking about what makes traffic jams occur and to help them to develop designs that can prevent incidents.

THINK We expect there to be more traffic in the future. In 100 years, there may be traffic flows in the air as well as on the ground and in the water. How will all this new traffic be managed?

RESEARCH Work in small groups carrying out research to discover how car traffic was first managed and how motorways like the M1 developed. What are the current problems with traffic flow?

MAKE Using pens and paper, design a system for managing a new form of traffic – this could be roundabouts for personal flying vehicles, mixed use thoroughfares (say for pedestrians, cyclists and hovercraft all sharing space) or existing roads – that help traffic flow more smoothly.

CURATE Over the course of a week, stage a mini-exhibition in your classroom. Ask other pupils to comment on the design solutions you present. Keep the notes and set up a page on the project website describing what you tried to do and how your fellow pupils responded!

ACTIVITY 4: PERSPECTIVE, SCALE AND PLACEMAKING

About this activity

A large part of 'Terminus' explores Tinsley's old cooling towers, which were demolished in 2008. These towers were very visible from the motorway and many local residents grew to be proud of them over the years. Cotterrell climbed a nearby tower to rig a camera that is recording amazing new vistas of the area. The camera sits 90m up, which is the same height as the old Tinsley Towers.



The Tinsley Towers



Simon Faithfull
Escape Vehicle No. 6, 2004



The Sombrero Galaxy
28 million light years away

The aim of this activity is to encourage pupils to imagine what their world looks like from a new perspective.

THINK What if you could put a camera up as high as you can imagine? What would you see?

RESEARCH Look at the NASA and European Space Agency websites to find out just how far space telescopes can see and how old the images they receive are.

MAKE Working in small groups, jointly write a story about a past that you can see through a telescope. Make sure you describe in as much detail as you can what is seen through the telescope.

CURATE In a school assembly, present short plays based on the telescope stories you've written. Make sure someone is able to record these stories on an audio file and upload these to the project website. Try to mix the audio file with still images that help to tell your story!

GLOSSARY OF TERMS USED

M1 Motorway

The M1 is Britain's first full-length motorway. It is important because it forms the main road north from London up to Yorkshire. It was completed in 1968 and was designed to carry between 13-14,000 vehicles each day. Today, it carries 130-140,000 vehicles a day and is 311km long.

The Panama Canal

The Panama Canal is a 77km ship canal that was built to connect the Atlantic with the Pacific Oceans, creating a 'short cut' for ships. It is a key conduit for international maritime trade. It was first opened in 1914, allowing safe passage of 1,000 ships a year. Currently, nearly 15,000 ships pass through the canal every year. The largest ships that can move through the canal are called 'Panamax', but a new, wider lane is under construction and is due to be completed in 2016.

Simon Faithfull

Simon Faithfull is a contemporary artist who works in a range of media. In 2004, he made *Escape Vehicle No. 6*, an artwork in which he attached a chair and a video camera to a weather balloon. He filmed the chair as it rose to a height of 30km above the Earth's surface.

Sombrero Galaxy

The Sombrero Galaxy is a spiral galaxy in the constellation Virgo located 28 million light-years from Earth. The galaxy has a diameter of approximately 50,000 light-years, which is 30% the size of our own galaxy, the Milky Way.

Terminus

This is the name of David Cotterrell's exhibition at the Scottish Queen. The name is a play on words: 'Terminus' means 'the end' but it is also a term used to mean the end point of a transportation system or the place in which the end is located.

The Tinsley Towers

The Tinsley Cooling Towers stood 76m tall and were part of the former Blackburn Meadows power station. They were erected in 1921 and demolished in 2008. They were part of the landscape for almost 80 years. E.ON UK owns the site and plans to build a biomass power station soon.