

Before you begin...

This resource is in presentation style, for use with Power Point or as a printed handout. It can be used as pre-visit preparation, to accompany a visit, or can stand alone. It consists of 2 parts:

PART ONE: information, images and ideas for students

- About the artist
- About the work
- Things to think about
- Give your opinions
- Here's one I made earlier...
- Further research

PART TWO: notes for teachers

- Learning Experiences
- Useful links and additional resources

MARK TITCHNER



About the artist

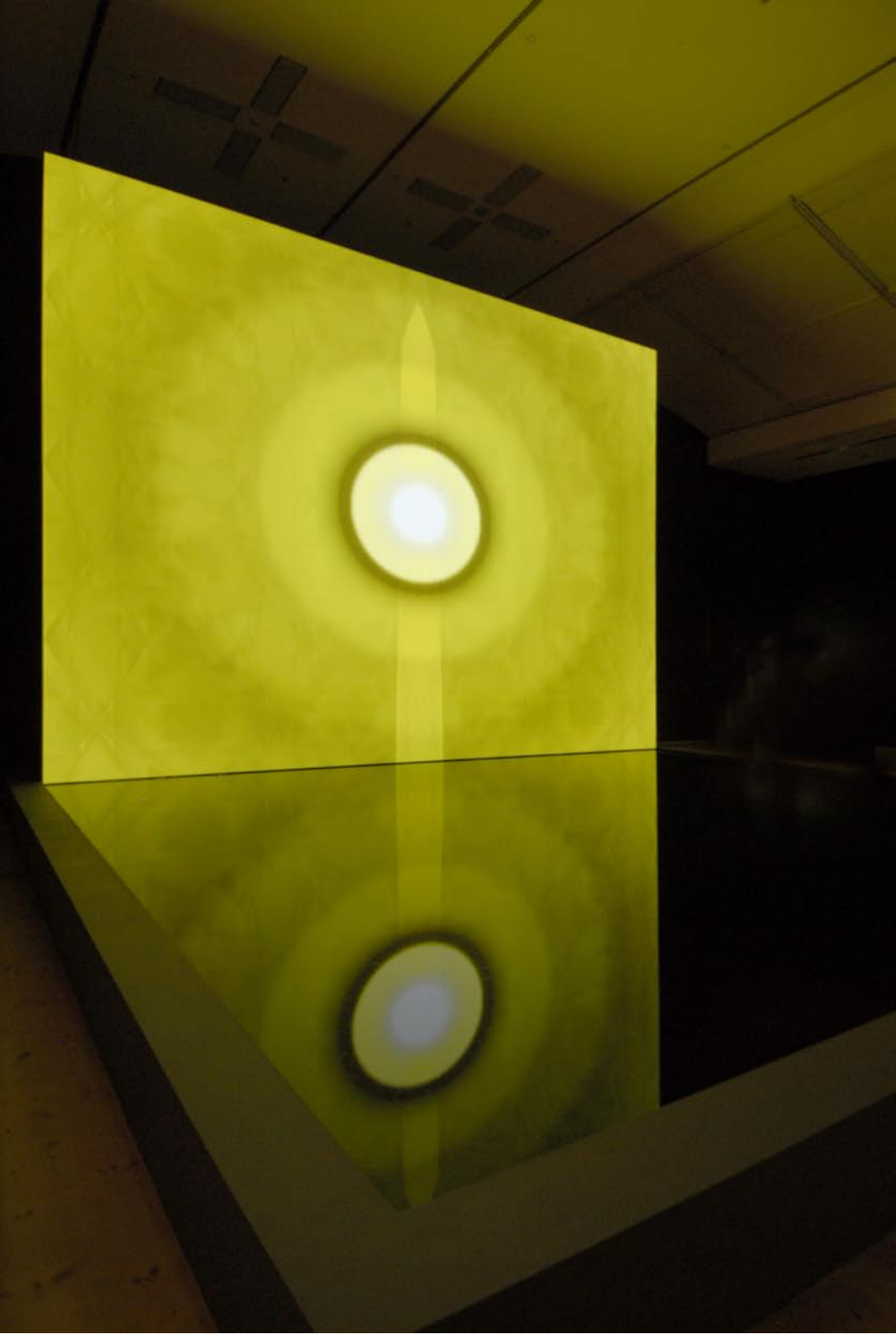
Mark Titchner was born in Luton in 1973. He studied at Central St Martins College of Art and Design. Titchner was nominated for the Turner Prize in 2006. His work was exhibited at BALTIC in British Art Show 6, 2005 – 6. He lives and works in London.

About the work

Titchner's exhibition at BALTIC features a video installation called 'The Eye Don't See Itself'. The installation combines image and sound to create a video projection which is reflected in a black pool. The work references the Washington Monument, a tall, white obelisk which was built to commemorate George Washington, the first president of the United States of America. The video depicts an unblinking eye on an obelisk, set against a constantly changing background. The background shows a 'Rorschach inkblot', which is an abstract pattern used by psychologists to aid diagnosis. This particular pattern is said to represent the father figure. The installation raises questions about power and authority.

About the work

Titchner has also created eight large banners, each of which displays a positive slogan which has been taken from the mission statements of the world's most successful brand. The artist has developed a particular graphic style to design the banners, using only three colours (red, white and black) and a series of repeated motifs such as leaves and swirls.





ERAGE
ECTIVE
OUS

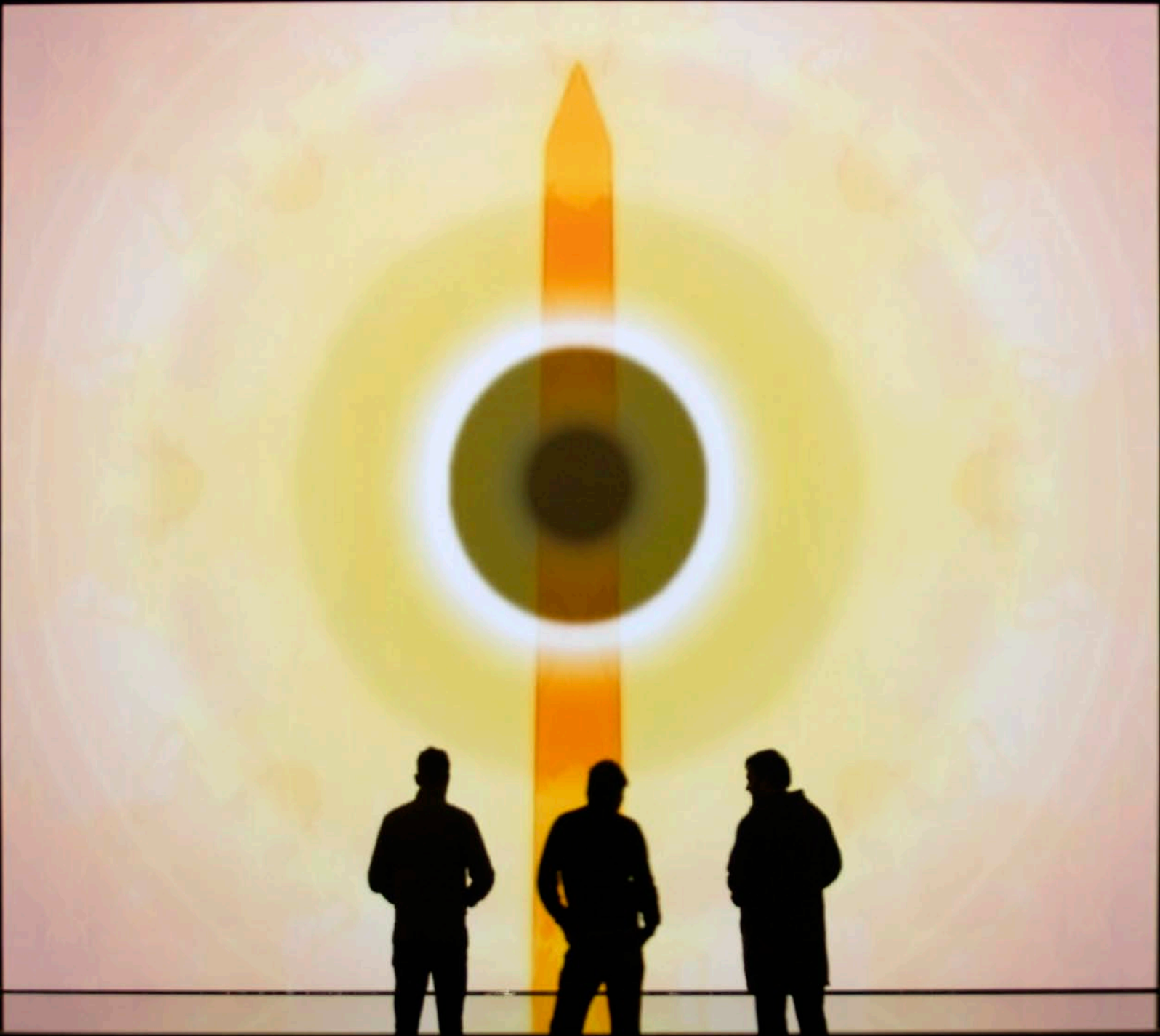
BE REAL

THE
LIFE
OF
A
CITY

THE
LIFE
OF
A
CITY

IT IS TO BE
UP TO ME

SEEK
IMAGINE
CREATE
DELIGHT



Things to think about

What are your immediate feelings about the artwork when you walk into the exhibition space?

Now take some time to look carefully at the work and think about what you can see (or hear).

- Do you need to walk around the work?
- Is the title of the work important?
- Does the work remind you of anything you have seen before?
- Discuss how the work makes you feel.
- Does the artwork contain any clues that might help you understand it?

What do you think is meant by the title of the exhibition: 'Run, Black River, Run'?



In my opinion

Titchner often uses written or spoken text in his work which he has taken from a range of different sources. Read the slogan written on each of the eight banners in the exhibition.

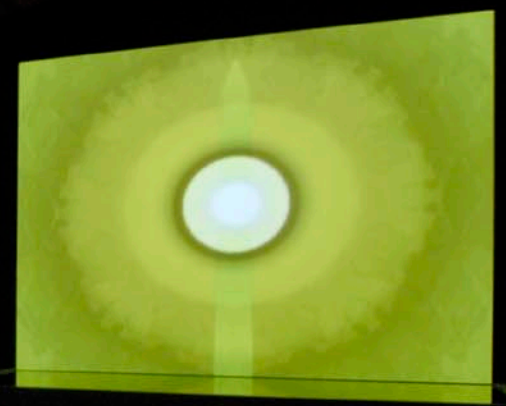
- Where do you think the lines of text have been taken from?
- Does it matter if you do not know why the text was originally written or exactly what it means?
- Imagine seeing the banners in a range of different places. Do you think it would change the meaning of the text? Make sure you see the banner on the outside of the building during your visit to BALTIC.

**WHAT WE DO
WE DO WELL**

**LEVERAGE
COLLECTIVE
GENIUS**

BE REAL

**THE
CHANGE
IN
COURSE
A
BETTER
PLAN**



In my opinion

Titchner's installation refers to the Washington Monument, a tall structure built to commemorate George Washington, a president of the United States of America.

- Do you think important people or events should be commemorated by building monuments?
- Who should decide which monuments to build?
- If you could build a monument, who or what would you choose to commemorate?
- What materials are used to build monuments?
Can they be made from anything?

Here's one I made earlier

Titchner often uses lines of text which he has taken from a range of different sources.

- Open a blank document using Word and type in a line from your favourite song or book. Experiment with the font of the text, and consider whether each font generates a different feeling or affects the meaning of the words. Choose three fonts which you think affect the text in different ways.

Here's one I made earlier

Design a poster or banner, using one sheet of newspaper for inspiration.

- Choose a word or simple phrase from the newspaper and stencil the letters on to a large sheet of paper.
- Leave the letters you have drawn empty, but make them stand out by working on the space around them.
- Use coloured tape to mark out the edge of your letters and fill in the spaces between them.
- Choose shapes or motifs from your sheet of newspaper and cut them out of a range of materials such as coloured paper or self adhesive vinyl.
- Arrange the motifs and shapes around your text to design the background of your poster.

Here's one I made earlier

A monument is defined as an obelisk, statue or building which is erected to commemorate a person or event, or in celebration of something.

- Have a go at designing your own monument. Choose what your monument will commemorate or celebrate. Decide where your monument will be located.
- Jot down initial ideas for the design of your monument. Think about size, shape, material and colour.
- Think about how people will interact with your monument. Remember that a monument is usually three-dimensional. Will your monument look the same from different angles?
- Present your finished design on a sheet of paper or by making a model.

Further research

Graham Dolphin

Martin Firrell

Jenny Holzer

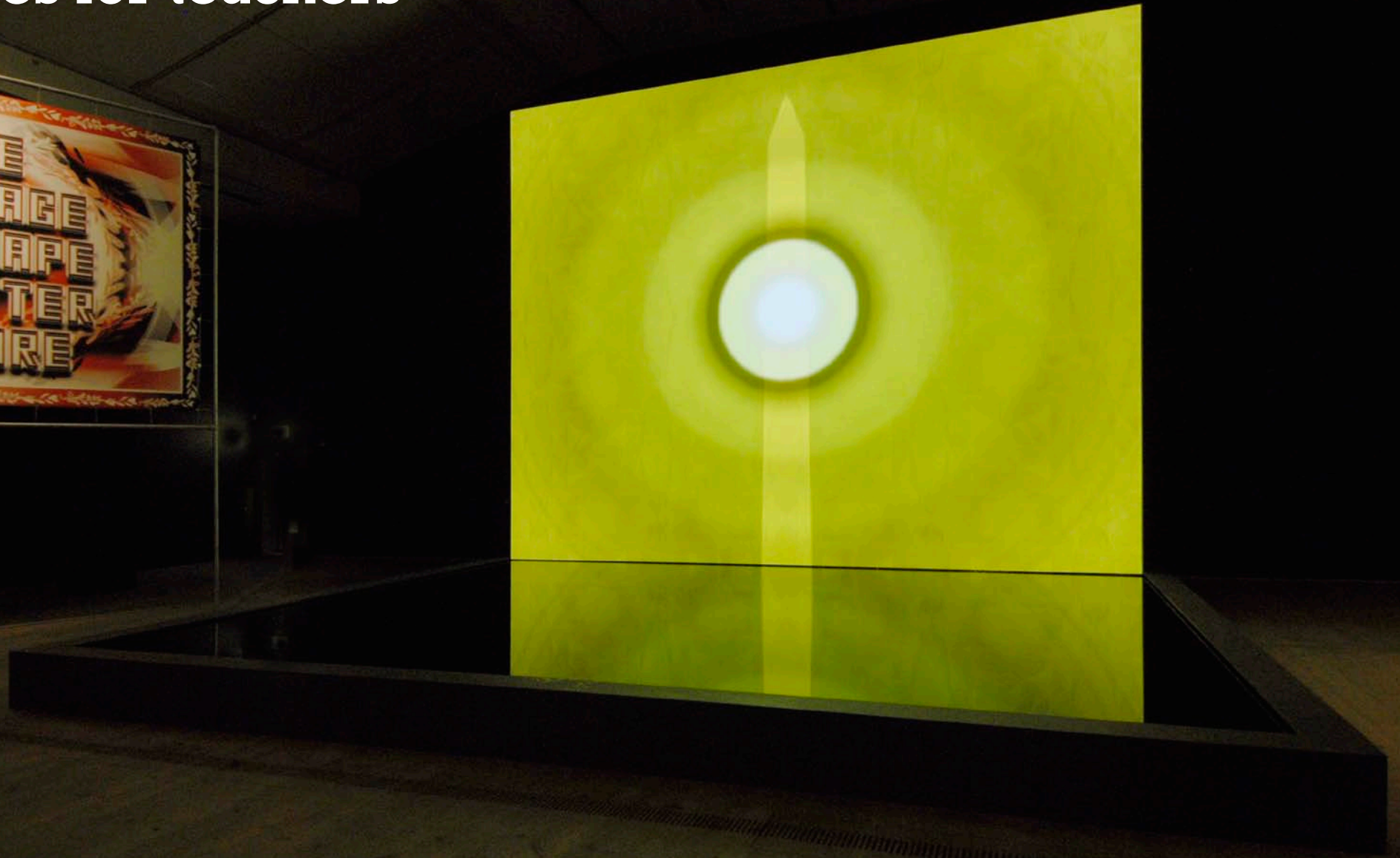
Barbara Kruger

Bruce Nauman

Ed Ruscha

Bob & Roberta Smith

Notes for teachers

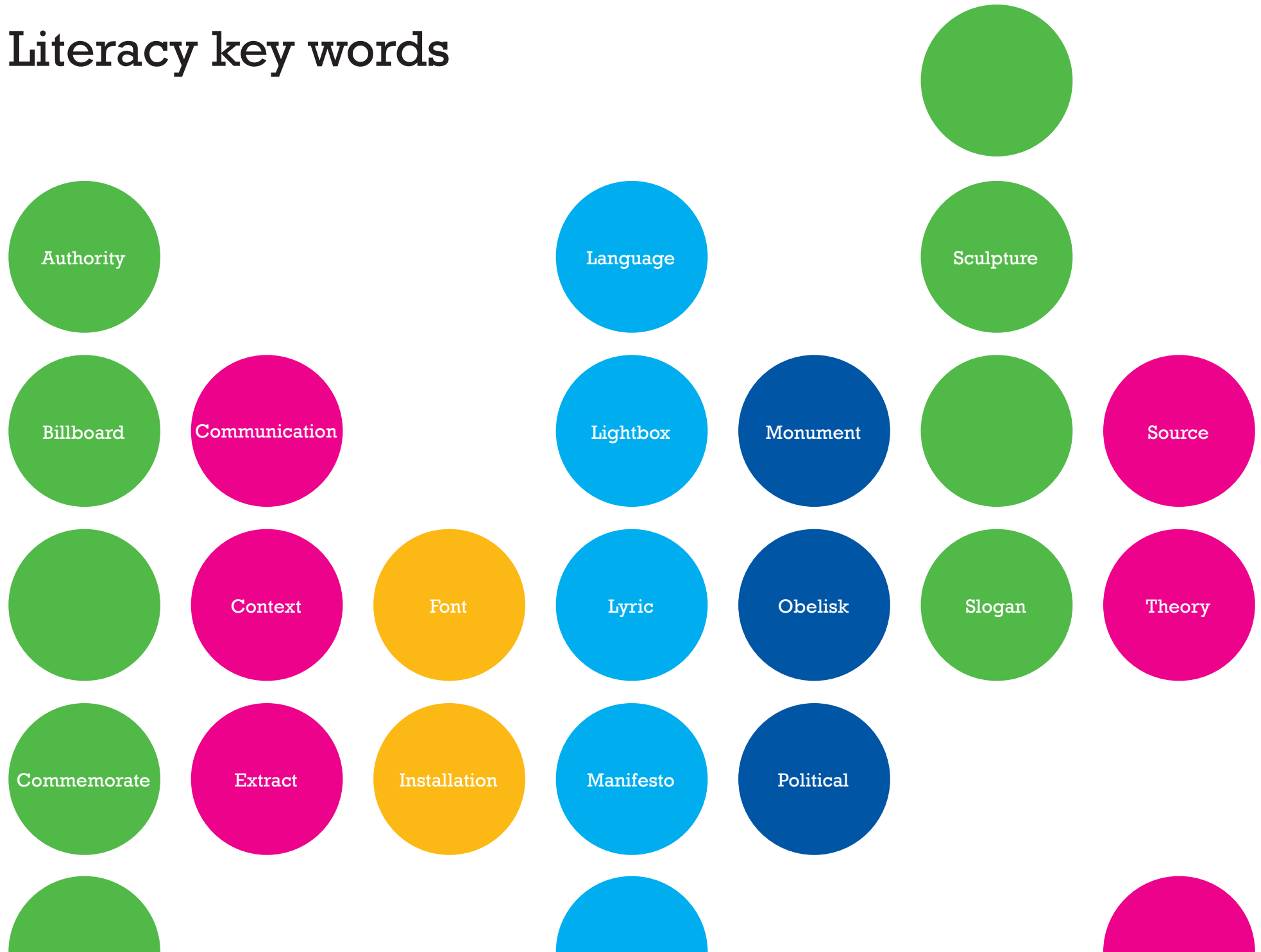


Learning experiences

Contemporary art is incredibly diverse and wide ranging and can be used to support teaching and learning as part of an entire learning experience. It can be used to create creative thinking in all subject areas and to support learning across curricular dimensions, as well as contribute to personal development and personalised learning.

Cross curricular opportunities include:
Art & Design, Citizenship, ICT, English

Literacy key words



Links and additional resources

BALTIC

www.balticmill.com

QUAY

www.balticmill.com/quay

Library and Archive

<http://archive.balticmill.com>

'In my opinion' toolkit to help pupils approach artwork,
formulate questions and contribute opinions

<http://www.balticmill.com/learning/Downloads.php>

Blank presentation template: pupils can use this to present
their own research and ideas

<http://www.balticmill.com/learning/Downloads.php>

Baltic Secondary Resources Bank: pupils can use this to
search for and download images and other information

<http://www.balticmill.com/learning/Downloads.php>

www.balticmill.com