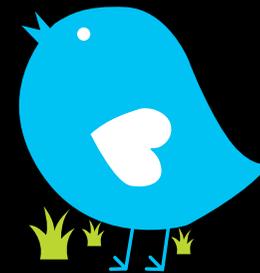
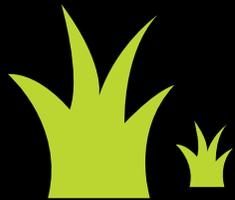
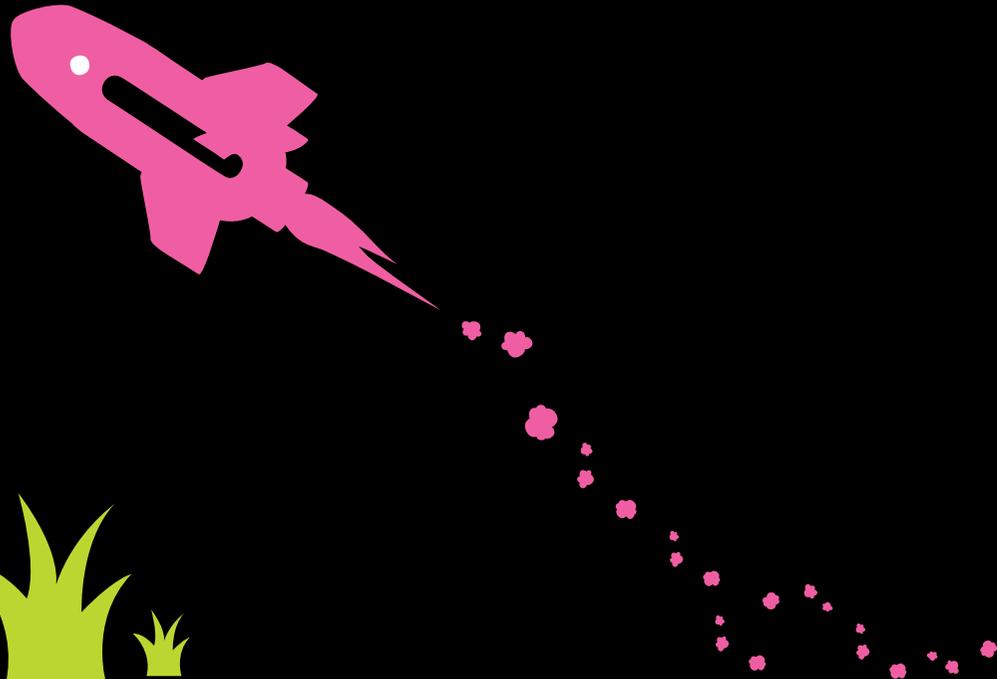


# CROSSING THE CURRICULUM WITH BALTIC=LITERACY



# Before you begin

This resource provides a range of suggestions and examples which encourage learners to apply literacy within the stimulating environment of a contemporary art gallery.

It is designed to be used in conjunction with *Crossing the Curriculum with BALTIC*, a resource which provides an introduction to cross curricular work at BALTIC. The resource also provides an introduction to contemporary art, and can be used to prepare learners for a visit to BALTIC.

This resource is in presentation style, for use with Power Point. The resource includes a series of A4 sheets which can be printed out and duplicated for use with a group of learners during a visit to BALTIC. It consists of:

## Part One Pre-visit preparation

- What is contemporary art?
- What is contemporary art? - text for little learners
- What is BALTIC?
- What is BALTIC? – text for little learners

## Part Two Suggestions...

- Speaking
- Listening and responding
- Group discussion and interaction
- Drama
- Word recognition: decoding (reading) and encoding (spelling)
- Word structure and spelling
- Understanding and interpreting texts
- Engaging and responding to texts
- Creating and shaping texts
- Text structure and organisation
- Sentence structure and punctuation
- Presentation

## Part Three Ready made

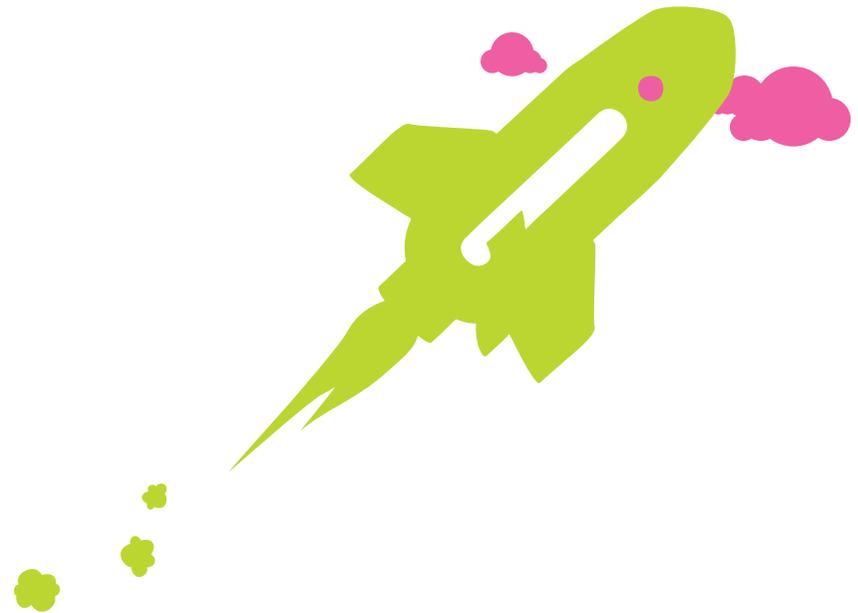
- Gallery activities:  
4x printable  
A4 sheets

## Part Four Reflect, Reward, Research

- At the very end of this resource you will find some useful links and additional resources.

# PART ONE

## PRE VISIT PREPARATION

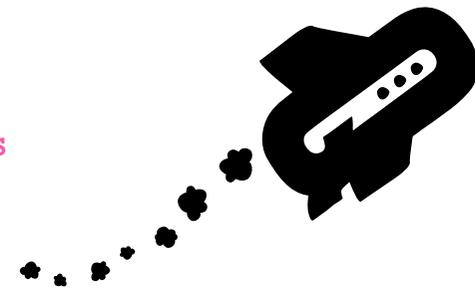
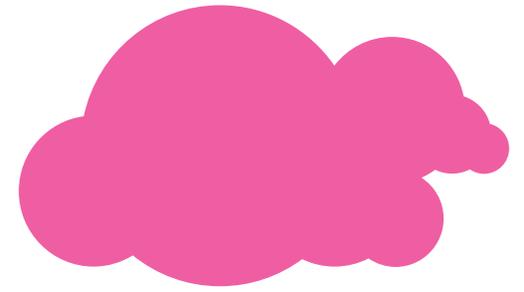


# WHAT IS CONTEMPORARY ART?

Contemporary art is the term used to describe art of the present time, created by artists who are living and working today. Contemporary art is often about ideas and concepts, as well as the practical use of materials and techniques, or the visual appearance of the work.

Artists often work with ideas that reflect their observations, feelings and opinions about their surroundings and the wider world. Therefore, the subject of an art work can be just about anything!

Contemporary artists represent their ideas in many different ways, which include drawing, painting, sculpture, installation, photography, video, new media, performance and sound.



# WHAT IS CONTEMPORARY ART?

Contemporary art is made by artists who are alive today. An artist makes choices about every work of art they create.

They decide which colours, shapes and materials to use. Some artists look carefully at their subject matter, and try to show exactly what they can see.

Other artists think about the subject matter and try to show their feelings and ideas about it.

Artists make many different types of art. Some artists make drawings and paintings. They might also take photographs or record a film. Some artists make sculptures, or they might give a performance or use sound. Contemporary art includes all of these things.

**For little learners...**



BAL TIC FLOUR MILLS

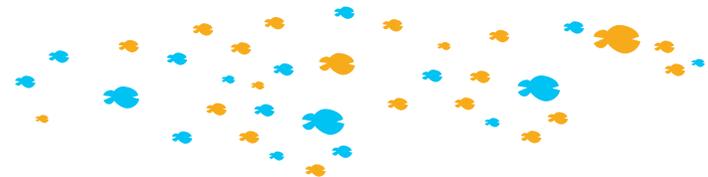
**WHAT IS  
BAL TIC?**

# WHAT IS BALTIC?

BALTIC is a centre for contemporary art.

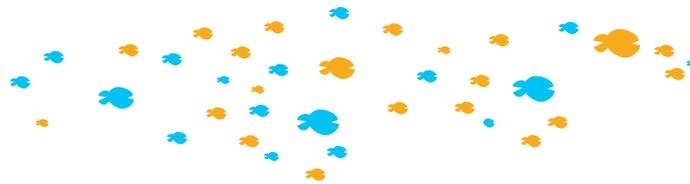
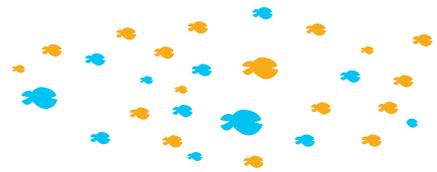
Art is displayed in the gallery spaces. It is also displayed in other areas such as the staircase, the lifts, the entrance area, outside the building in BALTIC Square, and even on the building itself.

Unlike many art galleries, BALTIC does not have a collection of art which belongs to it. BALTIC shows a programme of contemporary art exhibitions which change every few months. Often, artists come to work in the space at BALTIC, to create art for their exhibition. Details of current and forthcoming exhibitions can be seen at [www.balticmill.com](http://www.balticmill.com)



# WHAT IS BALTIC?

An art gallery is a building in which you can see works of art. At BALTIC, there are a series of large, empty rooms where different types of art work are shown. Visitors to the gallery walk around the different spaces, to look at the art work. They can use a map of the building to help them, in case they get lost!



For little  
learners...

# LITERACY AT BALTIC

Part two of this resource shows examples of how you could use contemporary art works exhibited at BALTIC to contribute to teaching and learning literacy.

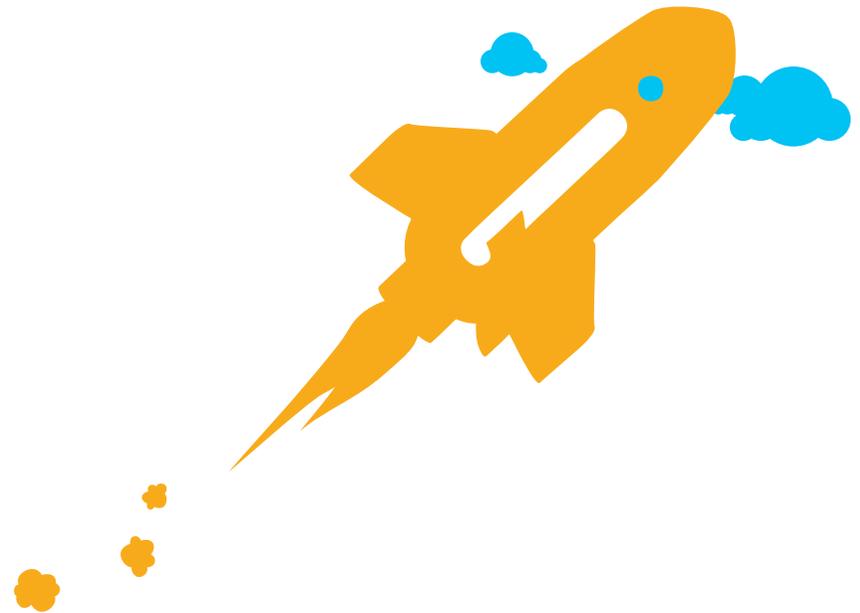
The questions and activities suggested are designed to be used in a flexible way. They can be used when looking at other art in future exhibitions at BALTIC. The examples are organised according to the strands defined in the Primary Framework for Literacy. For more information about the framework visit [www.standards.dfes.gov.uk/primaryframeworks](http://www.standards.dfes.gov.uk/primaryframeworks)

Part three of the resource is a selection of activities which can be printed out and completed during a visit to BALTIC. They can be used alongside any of BALTIC's exhibitions which you think are appropriate. Details of current and forthcoming exhibitions can be seen at [www.balticmill.com](http://www.balticmill.com)

Part Four includes links and resources for reflection, reward and further research.

# PART TWO

## SUGGESTIONS



# SUGGESTIONS FOR... SPEAKING



Look carefully at this art work. Think of a question which you would like to ask beginning with one of these words:

What? How? Why?

When you are ready, take it in turns to say your question out loud to the rest of your group.



Look carefully at the person in this painting.

Where do you think she is?

How do you think she is feeling?

Pretend you are the person in the painting and say her thoughts out loud.

## IN THE GALLERY

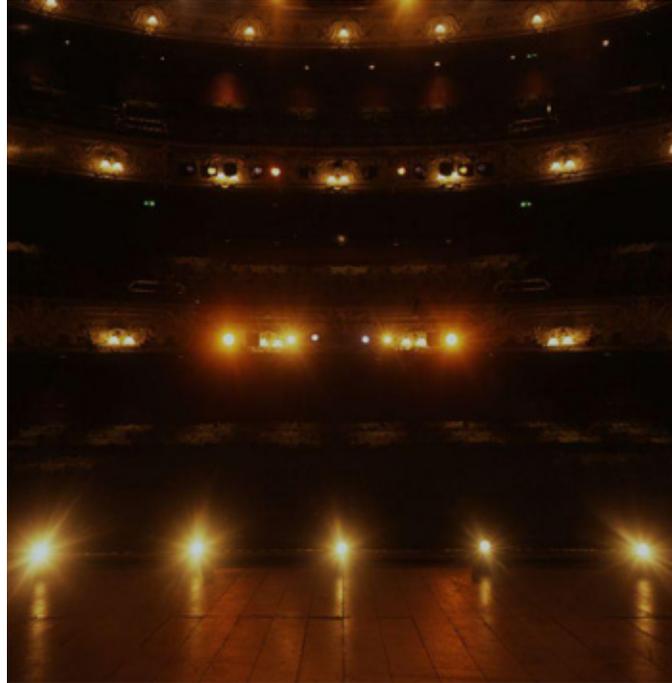
During your visit to BALTIC, choose a gallery space which has several art works in it. Ask one person in your group to choose one art work in the room and describe it using words and phrases. Ask the other members of the group to listen carefully and guess which art work is being described.

# SUGGESTIONS FOR...

# LISTENING AND RESPONDING



Sit in a circle. Ask one person to look at this art work and say the first word that they think of. Ask the next person to listen to that word and say a different word which relates to the first word. Go around the circle, trying not to repeat any words that have already been said.



Work in pairs and look carefully at this art work. Think about the two questions below. Share your thoughts by talking and listening to each other.

Does the work communicate an idea or feeling?

Does it make you think of anything else?

## IN THE GALLERY

During your visit to BALTIC, choose one of the art works in the gallery. Working with a partner, sit back to back, so that one person is facing the art work and the other person cannot see it. Ask the person facing the art work to look carefully and describe what they can see. Ask the second person to listen carefully and draw what is being described to them.

# SUGGESTIONS FOR... GROUP DISCUSSION AND INTERACTION



Working in small groups, compare these two art works.

Look carefully and describe what you can see:

How are the two art works different to each other?

Which of the art works do you like the most? Give a reason.

Decide how to present your thoughts to the rest of the class.

## IN THE GALLERY

During your visit to **BALTIC**, choose one art work in the gallery. Write a short song about the art work. Use the tune for a song you already know, and make up some new words for it.

# SUGGESTIONS FOR... DRAMA



Look at the characters in this art work. Look at the expression on their faces and at what they are doing. Working in groups of three, pretend you are the three characters. What are you going to say to each other?



Ask each person in your class to pretend that they are the artist making this art work and mime their actions. Every few minutes, stop the group and ask one person to describe what they are doing.

## IN THE GALLERY

During your visit to BALTIC, choose one of the gallery spaces, and look carefully at the art work. Working in small groups, pretend you are making a TV programme about the exhibition. Allocate the roles of TV presenter, cameraperson and gallery visitors to members of your group. Pretend you are making a TV programme for people who have never been to BALTIC before. Describe where you are, what you can see and ask visitors for their opinions about the art work.

# SUGGESTIONS FOR...

# WORD RECOGNITION

## DECODING (READING) AND ENCODING (SPELLING)



Find the one word answer for each of these questions:

- What does the dog look with?
- What does the dog smell with?
- What does the dog hear with?
- Which word is the odd one out?

One Minute Sculpture

The Artist Who  
Swallowed The World

The Dog That Swallowed  
A Postbox

Many artists think of a title for each of the art works they make. These titles have been used by the artist Erwin Wurm to describe three different sculptures he has made.

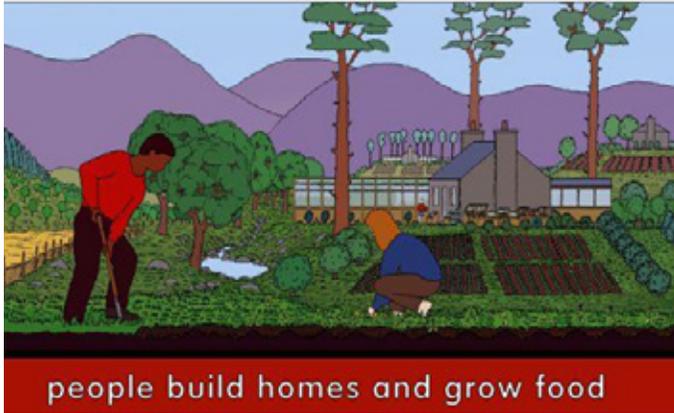
Read each title out loud. What does it tell us?

## IN THE GALLERY

During your visit to BALTIC choose one of the gallery spaces and look carefully at what you can see in the space around you. How many words can you think of beginning with the letter 't' to describe what you can see? Now try and think of words beginning with a different letter.

# SUGGESTIONS FOR...

# WORD STRUCTURE AND SPELLING



In this art work you can see a hill. How many words can you think of that rhyme with the word 'hill'?

Can you think of rhyming words for any of the other things you can see in the art work?



All of the following words describe things that can be seen in this art work. Can you make the plural form of each word?

- head
- eye
- leg
- dress
- person

## IN THE GALLERY

When you enter one of the gallery spaces at BALTIC, make a note of your first thoughts about the art in the room. Write a quick list of words and phrases which describe what you can see and any thoughts you have about it.

# SUGGESTIONS FOR...

# UNDERSTANDING AND

# INTERPRETING TEXTS



Look at this banner on the side of the BALTIC building. Has the artist written a statement or a question? How can you tell?

Who do you think will read the text?



These two sentences both relate to the artist Barry McGee. Compare them and say how they are different.

Barry McGee was born in San Francisco, United States of America, in 1966.

“I have always been fascinated by graffiti, viewing it mainly from trains, from my car, or on a walking excursion in to the city.”

## IN THE GALLERY

During your visit to BALTIC, see if any of the art works you look at have a label next to them on the wall. Read one of the labels. What information does it give you?

# SUGGESTIONS FOR...

# ENGAGING AND RESPONDING TO TEXTS

## Electronic Tomato

The group of artists called Archigram gave the title 'Electronic Tomato' to one of their art works. Do a drawing to show what you think the art work might look like.

You can look up 'Electronic Tomato' by Archigram on the BALTIC Library & Archive website to see what it looks like.



Look carefully at this photograph by Julian Germain. Read the statements below and say whether you agree or disagree, or if you are not sure.

The man is happy.

I can see a pattern on the wall.

There are two other people in the room.

## IN THE GALLERY

During your visit to BALTIC, see if any of the art works you look at have a label next to them on the wall. Read one of the labels. What information does it give you?

# SUGGESTIONS FOR...

# CREATING AND SHAPING TEXTS



Look carefully at this art work. Write a list of words to answer the following questions:

What can you see?

What colours can you see?

What does it remind you of?

How does it make you feel?

Now write a short poem using some of the words from your list.



Look carefully at the woman in this art work. Who is she?

Where has she been today?

What is she thinking about?

Pretend you are the woman and write a diary entry about your day.

## IN THE GALLERY

During your visit to BALTIC, choose one of the gallery spaces and sit on the gallery floor. Sit quietly for a few minutes and look carefully at what you can see around you. Pretend that you are going to make a telephone call to a friend or a member of your family to tell them what you can see. Write down what you would say.

## SUGGESTIONS FOR...

# TEXT STRUCTURE AND ORGANISATION



Put the words below in the right order to make a sentence that describes this art work.

lots is . made The from  
of skeleton bones



The sentences below are about the children in this art work, but the order has been jumbled up. What order do you think the sentences should be written in?

They have had a tiring day.

They are going to sleep in the tent tonight.

The children are sat next to the fire.

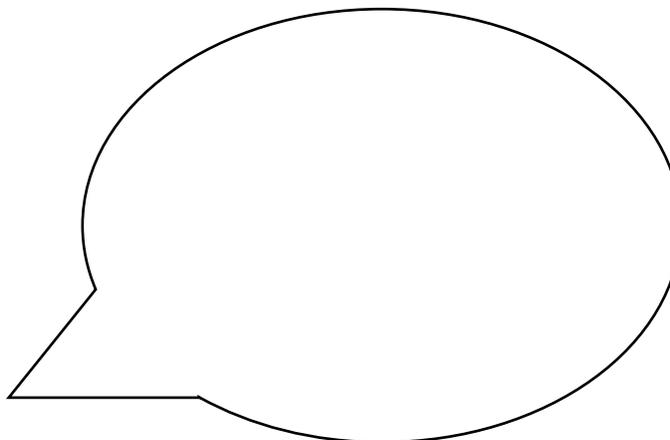
## IN THE GALLERY

At the entrance to a gallery space you will often find a block of text on the wall about the exhibition. Have a look at how the text is arranged and count the number of sentences and the number of paragraphs you can see.

# SUGGESTIONS FOR... SENTENCE STRUCTURE AND PUNCTUATION



Look carefully at the character in this painting.  
Write a sentence in the speech bubble to  
show what he might say.



Change the sentence below in to the past tense.

The woman is sitting on a bench and is  
looking at the mountains.

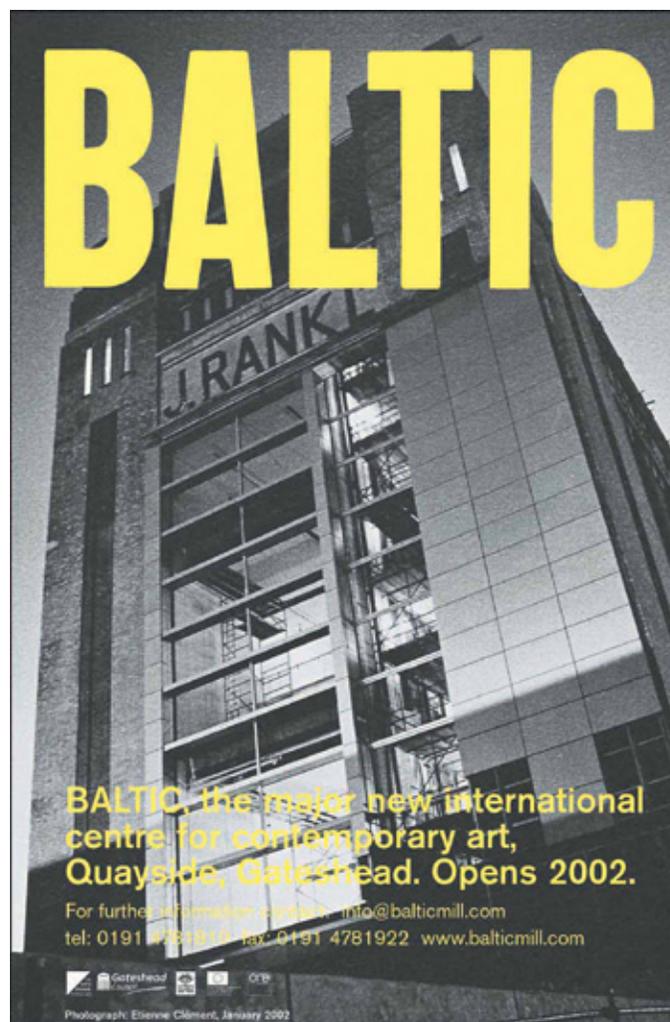
## IN THE GALLERY

At the entrance to a gallery space you will  
often find a block of text on the wall about  
the exhibition. Have a look at the text and  
copy all of the punctuation marks you can  
see on a piece of paper.

# SUGGESTIONS FOR... PRESENTATION



Find the words in this art work. The words have been written using capital letters. On a piece of paper, write the words out using lower case letters.



After your visit to BALTIC, design a poster to advertise it to other people who might want to visit. What information should be included on your poster?

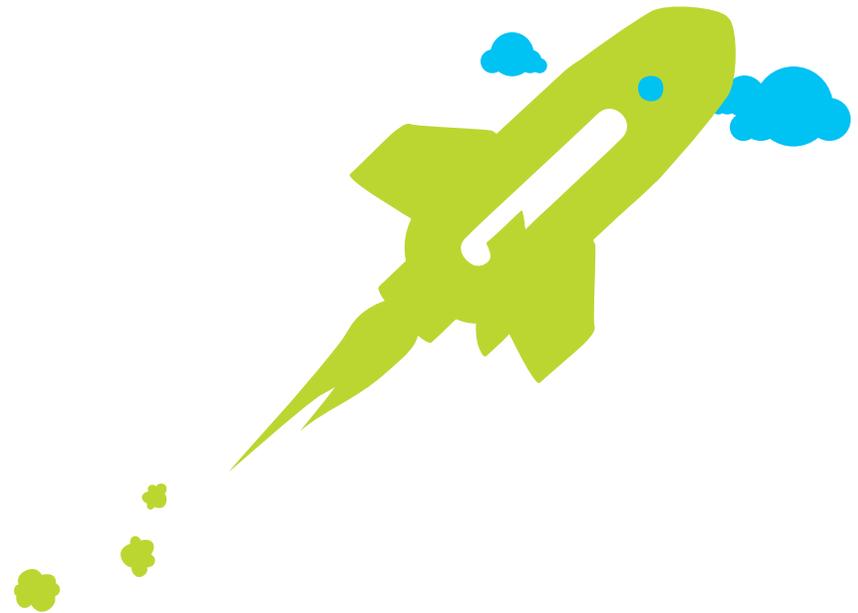
## IN THE GALLERY

During your visit to BALTIC, choose one of the art works and look carefully at it. Pretend you are the artist who made it and invent a title for the art. Make a nameplate for the art work by folding a sheet of card in half so that it stands up. Write your title on the nameplate in large letters.

# PART THREE

## READY MADES

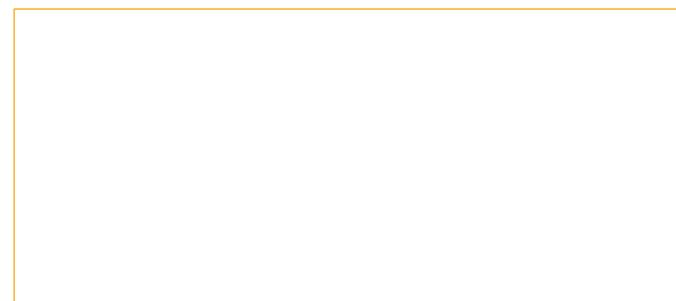
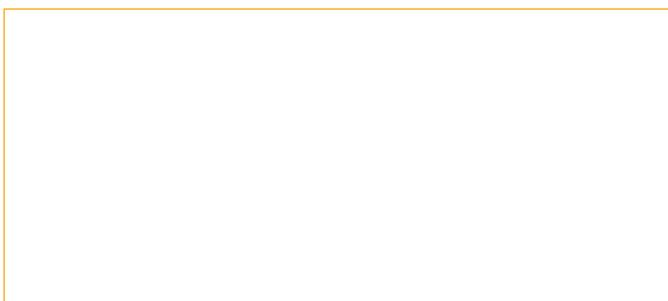
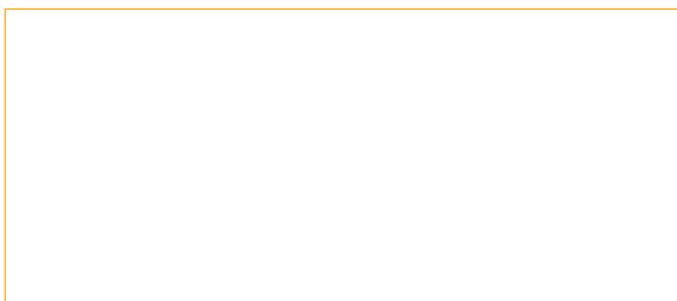
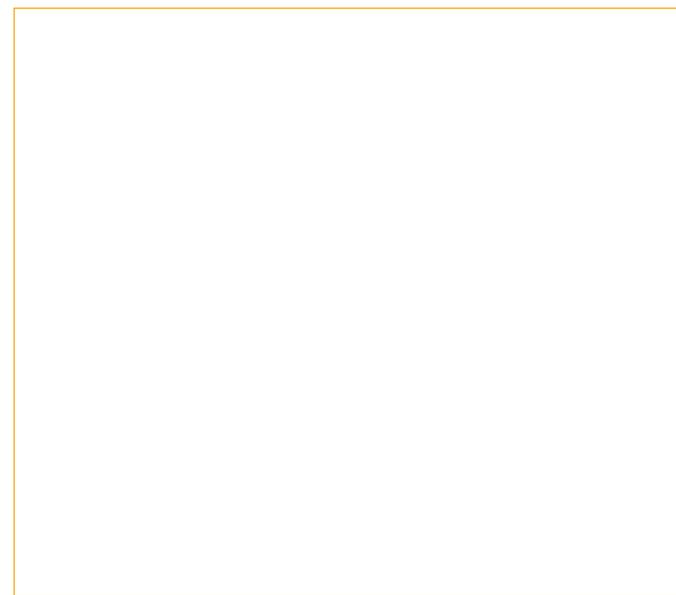
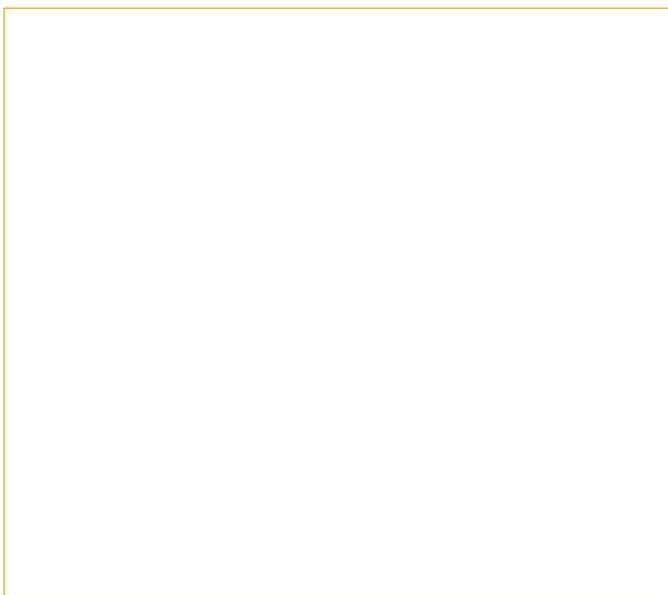
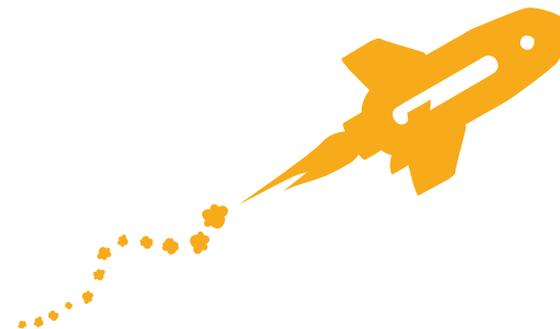
The following activities can be used in any of the gallery spaces at BALTIC which you think are appropriate.



# DESCRIBE

Choose one of the art works in the gallery space and draw it the box below.

Imagine that the art work shows a scene which has been frozen in time. Use the next two boxes to draw what you think might happen next.



Write a sentence to describe what is happening in each box.

# POSTCARD

Write a postcard during your visit to BALTIC.

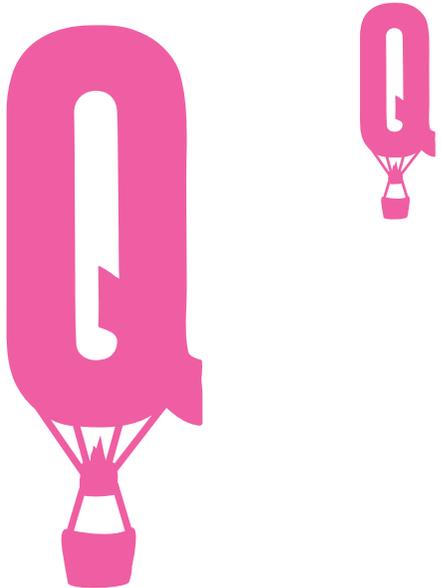
Describe what you have seen.

Give an opinion about what you have seen.

Write about any other interesting things which have happened during your visit.



A large rectangular area for writing a postcard. It is divided into a large left section for the message and a smaller right section for an address. The right section contains a small square for a stamp and four horizontal lines for the address.



# WORD PLAY

Artists use many different materials and objects to make their art work.

Do you recognise any of these words?

Can you say them out loud?

cardboard

fabric

glass

glue

letters

light

metal

paint

paper

pencils

pens

photographs

plastic

sound

stone

televisions

thread

video

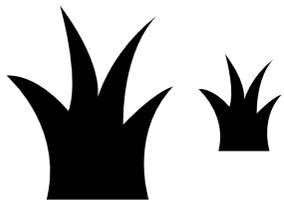
wood

wool

Look around the gallery space and choose one of the art works.

What has the artist used to make the art?

Choose a word from the list or think of a different word.



# WORD PLAY

Artists use many different materials and objects to make their art work.

Do you recognise any of these words?

Can you say them out loud?



big

black

blue

circular

Look around the gallery space and choose one of the art works.

dark

green

hard

little

What has the artist used to make the art work?

long

new

old

patterned

Choose a word from the list or think of a different word.

pink

purple

rectangular

red

round

small

soft

square

straight

symmetrical

textured

triangular

white

yellow



# PART FOUR

## REFLECT, REWARD, RESEARCH





# IMPROVING YOUR OWN LEARNING PERFORMANCE

This sheet encourages learners to reflect on what they have learnt and to identify ways in which their experience of visiting BALTIC could be developed.

From the following suggestions, select three sentence starters and add them to the template provided, for learners to complete.

I can...

I can use...

I can tell someone about...

I can identify...

I can work out...

I can explain...

I know...

I know how to...

I look carefully at...

I ask...

I give my own ideas  
about...

I question...

I use words like...

I describe...

I write about...

I communicate...

I record...

I suggest...

I compare...

I decide...

I take part in...

I work with a partner to...

I tell others about...

I understand....

I listen...

I explore...

I investigate...

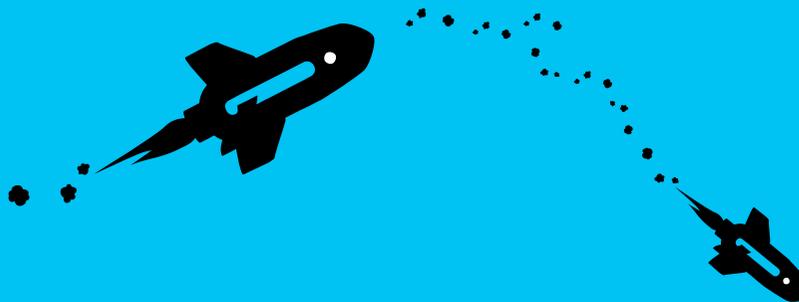
I discuss...

I learn about...

I make...

I draw...

# WHAT HAVE I LEARNED?



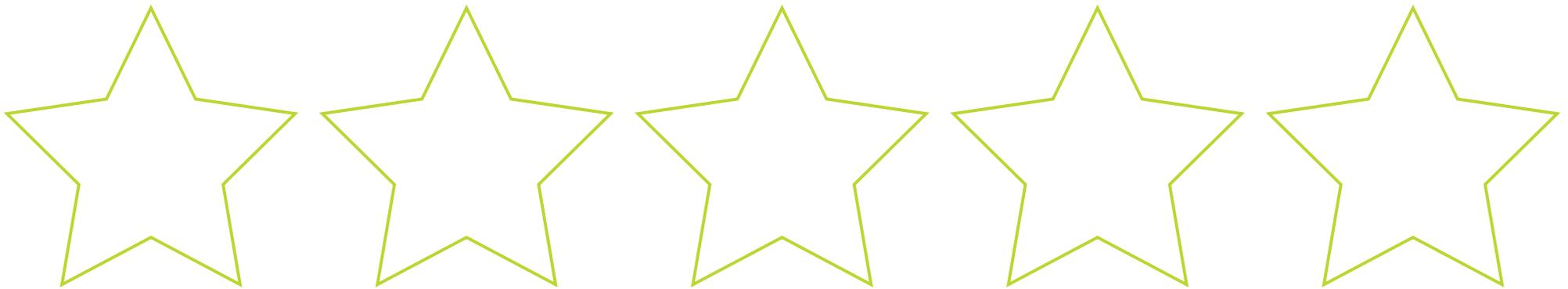
BALTIC would love to know what you learned on your visit and how many stars you gave us! If you leave these sheets at the information desk with your school address, we will return them to you with a special reward!

Next time I visit BALTIC I would like to...

# WHAT HAVE I LEARNED?



Following your visit, you can reward BALTIC with stars by filling between 1 and 5 of them in with patterns or shading.

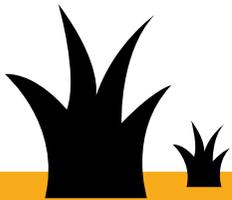
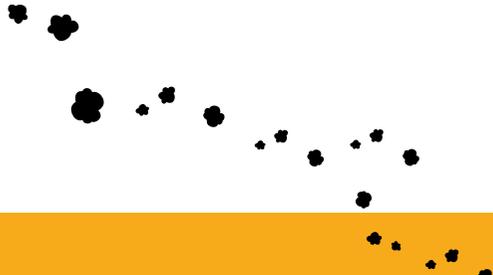
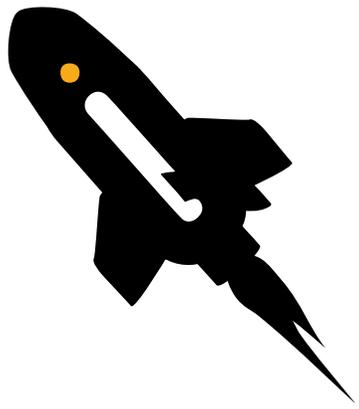
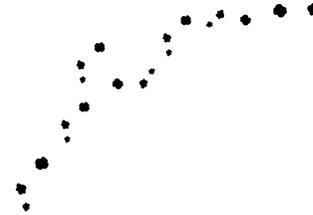
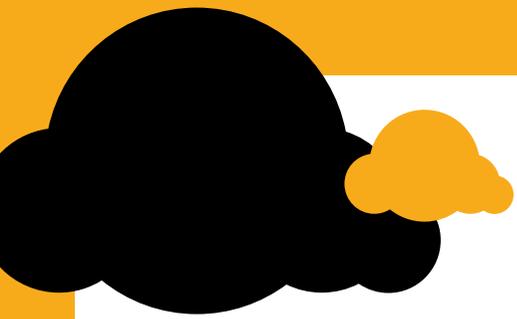


# WELL DONE!

This certificate is presented to

---

For successfully completing their trip to BALTIC



**BALTIC**

[www.balticmill.com](http://www.balticmill.com)

**QUAY**

[www.balticmill.com/quay](http://www.balticmill.com/quay)

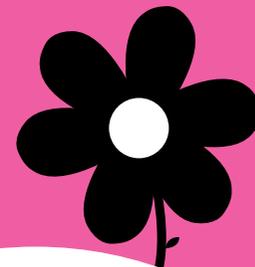
**Library & Archive**

<http://archive.balticmill.com>

**Further BALTIC resources**

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

# LINKS TO FURTHER RESOURCES



**Mona Marzouk: *The Bride Stripped Bare Her Energy's Evil***

Installation shot (02)  
Copyright: The artist  
Credit: Colin Davison

**Carol Rama: *Betty (1938)***

Level 2 Installation shot (01)  
Courtesy: Carol Rama

***Asylum (02)***

Julian Rosefeldt, *Asylum* (2001-2002)  
Courtesy the artist and MW projects, London  
Copyright: Julian Rosefeldt  
Credit: Courtesy the artist and MW projects, London

**Fiona Crisp: *Theatre Royal # 4 – 8, 2005***

Courtesy: The artist  
Copyright: The artist  
Credit: Image courtesy of Matt's Gallery, London

**Antony Gormley: *Domain Field (03)***

Copyright: Antony Gormley  
Credit: Colin Davison

**Yoshitomo Nara + graf: *A-Z Project***

Exhibition Image (09)  
Copyright: The artists  
Credit: Colin Davison

**Yoshitomo Nara + graf: *A-Z Project***

Exhibition Image (11)  
Copyright: The artists  
Credit: Colin Davison

**Erwin Wurm: *New Sculptures, Fat House***

Installation shot (01)  
Copyright: The artist  
Credit: Colin Davison

**Yoshitomo Nara + graf: *A-Z Project***

Exhibition Image (13)  
Copyright: The artists  
Credit: Colin Davison

**Chad McCail: *People Build Homes and Grow Food***

Copyright: Chad McCail  
Credit: Chad McCail

**Yoshitomo Nara**

Drawing, 2008  
Courtesy: Stephen Friedman Gallery, London.  
Copyright: the artist

**David Shrigley: *Spank the Monkey, You Cannot Help Looking At This***

Copyright: David Shrigley  
Credit: David Shrigley

**Spank the Monkey: *Off-site Project, Howdon Metro, Barry Mcgee (02)***

Copyright: the artist  
Credit: Colin Davison

**Julian Germain: *Charlie holding two flowers***

Copyright: Julian Germain  
Credit: Julian Germain

**Sam Taylor-Wood: *Self Portrait Suspended V***

Copyright: The artist  
Credit: Courtesy Jay Jopling/White Cube (London)

**Boo Ritson: *The Collector***

Copyright: The artists  
Credit: Courtesy of the Zabłudowicz Collection

***Freak Show - An Unnatural History***

Installation shot (03)  
Copyright The artist  
Credit Colin Davison

**Kerry James Marshall: *Campfire Girls***

Copyright: The artist  
Credit: Collection of Dick and Gloria Anderson, Lake Quivira, Kansas

**Kerry James Marshall: *Scout (Boy)***

Copyright: Kerry James Marshall  
Credit: Collection Museum of Contemporary Art, Chicago, Partial and promised gift from the Lewis and Susan Manilow Collection of Chicago Artists

**Monica Studer and Christoph Van Den Berg: *Package Holiday***

Image (01)  
Copyright: The artists  
Credit: Colin Davison

***Seaside Bubbles***

Copyright: Archigram  
Credit: Ron Herron, Archigram/  
Courtesy of Ron Herron Archive

**BALTIC opening poster**

(proof)

# ARTISTS AND PHOTOGRAPHY CREDITS

