



Artist-led School and College Sessions

Session name - Multi-Story

Session Overview

In this session students will have the opportunity to engage with The Tetley building and its many meanings, histories, identities and developments. They will 'sense' the space; observing traces, points of interest, signs and indications of past and present, what was, what is and maybe what could be.

This exploration will then be taken through various playful and collaborative Surrealist processes - techniques that would have been used during the period the Tetley's Director's Offices were being built in the 1930s. These compositional methods aim to encourage creativity and risk taking, to promote communicating and sharing of ideas and to explore semantics and changing meaning within a significant historical and evolving building at the centre of Leeds.

This session has a basic theme where concepts and ideas can be adapted to different Key Stages and learning needs. It has formed as a result of parallels between The Tetley's most recent transformation, described by its current architect as an 'Exquisite Corpse', and the Lead Artist's own practise and interests that surround Psychogeography, Mythogeography, abandoned buildings and restoration, memory and trace, local history and heritage.

Suitable For: Key Stage 3, 4 and 5

Curriculum Links

Art and Design

- Engage, inspire and challenge pupils
- Equip them with the skills to experiment, invent and create their own works of art, craft and design

- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Literacy

- Use discussion in order to learn; elaborating and explaining their understanding and ideas

History

- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales

Learning Outcomes

Participants will:

- Use Surrealist techniques to creatively explore the multiple histories and identities of The Tetley, placing these techniques in time and in relation to The Tetley's historical development
- Work collaboratively to explore and ideas surrounding Mytho and Psychogeography in relation to The Tetley
- Explore the architecture, heritage features and stories in The Tetley

Materials and Resources Used

- Scissors
- Black and white and colour copies of material from Tetley archives up to the present
- Images of The Tetley from different eras up to the present - photos/photocopies/acetates
- Projectors
- Scanners
- Glue sticks
- 'The Kit'
- Sketchbooks/clip boards
- Paper
- Graphite sticks
- Sandpaper
- White paint
- Pens and pencils

Session Outline

Two-hour workshop

- Welcome and introductions
- Exploration of The Tetley using concepts of Mytho and Psychogeography. Students record and document (mentally/draw/write/photograph) anything they find of interest; artefacts, sense of the past and the present such as feelings/sensations in different rooms, functions, types of visitors. The surrealist 'frottage' technique is an option, to capture interesting, strange and unusual marks
- This is undertaken in groups, pairs or as individuals depending on the group size and ages

- Use 'The Kit' - a tool to engage gallery visitors that prompts interesting and unusual questions, encouraging the viewer to see and think out of the classic 'gallery' mindset of simply looking at the art
- Walk around outside The Tetley - seeing it within the Leeds skyline and discussing what used to be here and the changes that have happened in the site's history. Compare to pictures of Tetley HQ when it was surrounded by now disappeared industrial sites
- Students return to the Learning Studio and discuss areas and points of significance, personal history and any relation to The Tetley, cues for what is and might have been
- Introduce 'The Exquisite Corpse' - a technique invented by the Surrealists and link this activity to The Tetley's current point in history and Simon Baker's (architect of the current Tetley refurbishment) links to the building's multi-layered authorship and identities
- Look at examples of Surrealist sculpture, drawings, text, frottage and collage and how this could be applied to The Tetley
- Starting with student drawings of the Tetley, folding over and passing on, extend to words, phrases and further drawings. Next explore copies of historic texts and images, which relate to The Tetley's history.
- Students then work in groups, assembling new forms of text and images. For example combining cut up images of The Tetley from different eras including photos from the latest renovations, taking time to experiment different ways to achieve the effect
- Students may also wish to include their own words, phrases, drawings or results from frottage experiments - play is an essential part of the session
- Take time to look at each other's results and talk about them, identifying interesting relationships and results from the new Exquisite Corpses they have created

Three-hour workshop

- First two hours as above
- Link to artists such as Idris Khan - layer using image-editing software and/or acetates on a projector and photograph the results.
- Use techniques surrounding obliteration and erasing, décollage, addition and layering to change images of The Tetley building, for example using sand paper and white paint, drawing over and blocking out, adding in new visual information.
- This parallels once again with The Tetley's refurbishment architect Simon Baker's aims to take back areas of the building, to retrieve the original then alter it through addition to create a new 'sense' for the building

Notes for teachers and group leaders

- Please provide details of the attainment levels of participants along with any individuals with Special Educational Needs and/or disabilities within the group prior to the workshop, to support the planning for this session
- Students may find interesting relationships they want to develop further as a group/individually through further collage or experimentation back in school or college

Costs

£125 for up to 30 participants

Details on the Lead Artist:

Eleanor Duckworth’s art practise is experimental and playful, exploring different mediums to capture, record or develop an idea, thought or sensation. She has specialist knowledge of working within the multi-sensory field of Special Educational Needs and this has influenced the nature of the work she produces. Past works have included the use of sound, installation, sculpture, video, found objects, collections and photography.





