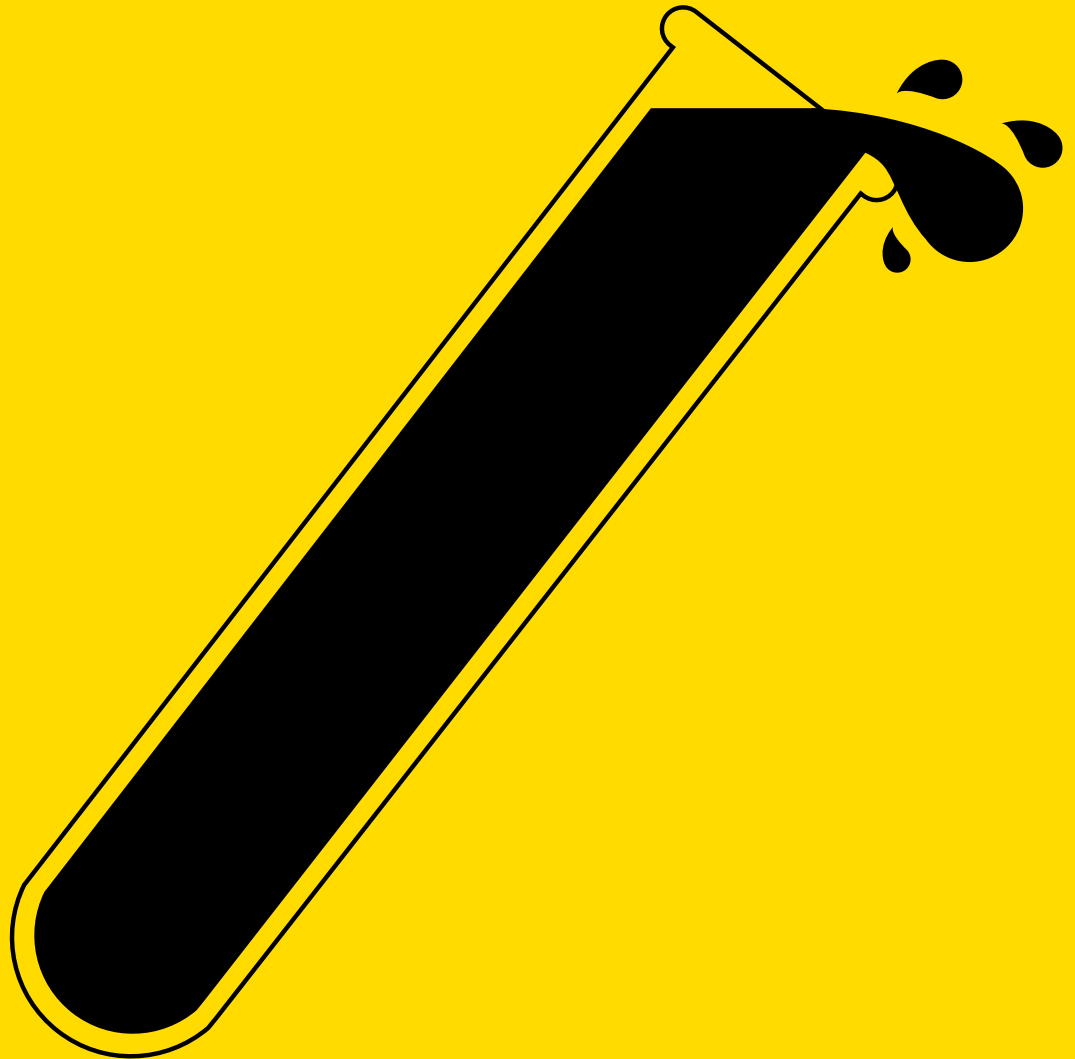


# SCIENCE

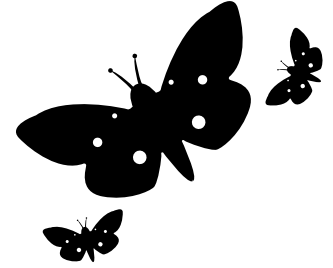
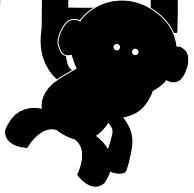
This resource includes a selection of images which can support learning and teaching science, accompanied by related suggestions and activities. The questions and activities are designed to be used in a flexible way and can be applied when looking at other art works in future exhibitions at BALTIC and beyond.

The resource also includes two science related activity sheets which you can print out and use in the gallery. 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)



SUGGESTIONS FOR EXPLORING

# LIFE PROCESSES AND LIVING THINGS



This sculpture of a tree has been made by the artist using fibreglass and resin.



This image shows the artist dressed as a bird in a costume made from cardboard.



Which words could you use to describe the different parts of a tree?

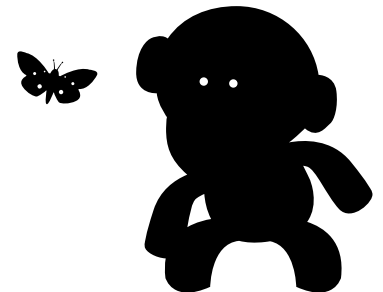
Can you name the different parts of the bird?

See if you can make a bird out of cardboard.

Where will your bird live? How will it survive?

Why can this dinosaur not move?

What would it need in order to move?

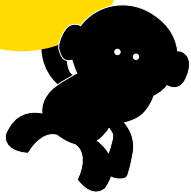


SUGGESTIONS FOR EXPLORING

# LIFE PROCESSES AND LIVING THINGS



Can  
a person  
float?



The girls in this art work are sat next to a campfire, outside their tent.

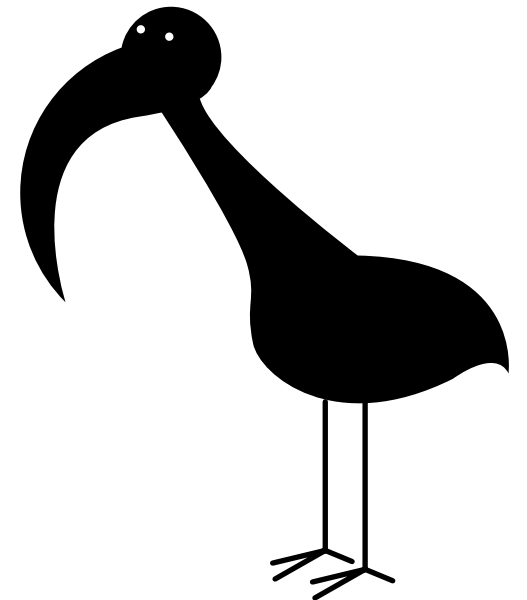
What  
do you think  
you would need  
to take with you  
if you went  
camping?



This art work shows life on an imaginary island which the artist has invented.

Make up a  
creature of your  
own that lives on  
an island. Do a  
drawing of the  
island.

What  
does your  
creature  
need to  
survive?



IN THE GALLERY

# LIFE PROCESSES AND LIVING THINGS



During your visit to BALTIC, think about how you are using your body whilst you are walking around the gallery spaces and looking at the art works.

What senses do you need to use during your visit to the gallery?

SUGGESTIONS FOR EXPLORING

# MATERIALS AND THEIR PROPERTIES



This art work is made from wood.

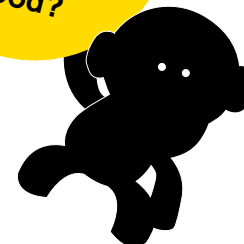
What do you think this large art work on the side of the building is made out of?

What do you think this sculpture might be made from?

How do think the artist shaped the material to look like a person's head?

Can you think of anything else that is made from wood?

How do you think the artist decided which material to use?





SUGGESTIONS FOR EXPLORING

# MATERIALS AND THEIR PROPERTIES



How many different words can you think of to describe this art work?



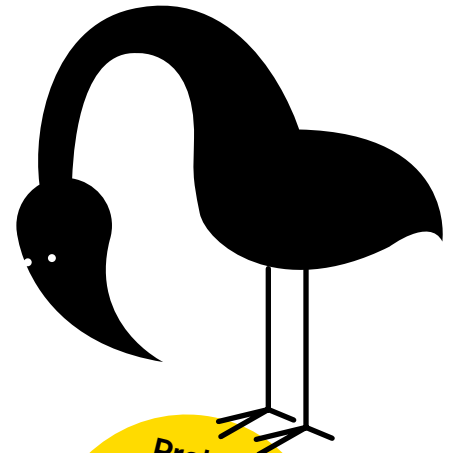
What do you think this sculpture might be made from?



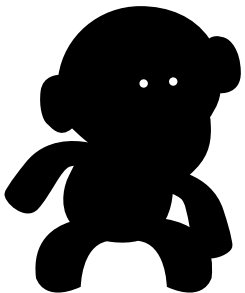
Look carefully at this art work.

How do you think the artist made the work?

Think about the materials, tools and equipment they might have used.



Pretend that you are the artist and mime the actions of making the work.



SUGGESTIONS FOR EXPLORING

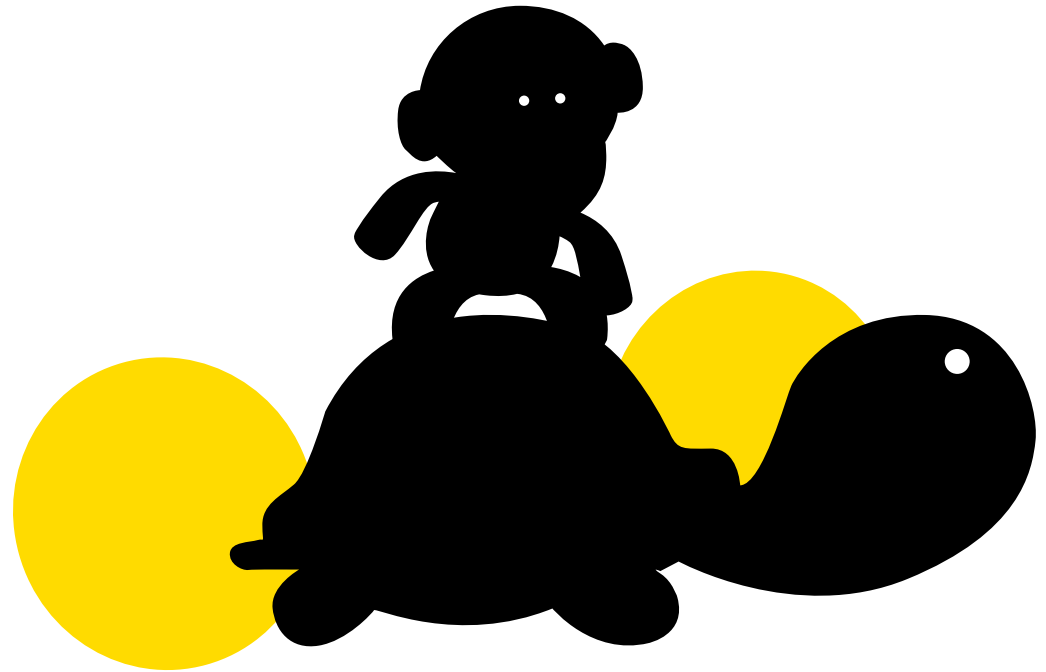
# MATERIALS AND THEIR PROPERTIES



Are  
they the  
same or  
different to  
each other?



How  
would you  
describe the  
circles or spheres  
in each of these  
art works by  
Barthelemy  
Toguo?



IN THE GALLERY

# MATERIALS AND THEIR PROPERTIES



During  
your visit to  
BALTIC, choose  
one of the gallery  
spaces and look  
carefully at the art  
work.

Which art  
work in the  
room puzzles  
you the most?

How do  
you think it was  
made? Share  
your ideas with a  
partner.



SUGGESTIONS FOR EXPLORING

# PHYSICAL PROCESS



Look at these two images of *The Space-Time Tunnel*, an art work by Wang Du. One image shows the outside of the tunnel and the other image shows the inside of the tunnel.

Why is it dark inside the tunnel?



Why can you see the television screens inside the tunnel?

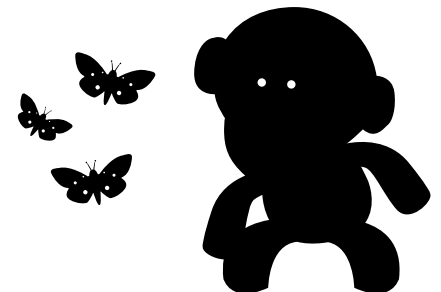


This artist is making a painting on a record player.

Have you ever seen a record player?

How does a record player work?

Why do you think an artist might make a painting on a record player?



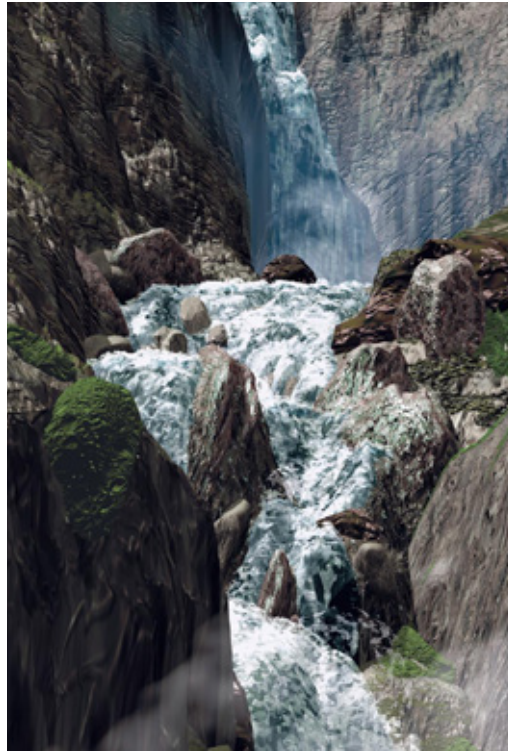
SUGGESTIONS FOR EXPLORING

# PHYSICAL PROCESS



This art work is made of light.

Where do you think the light is coming from?



This art work shows an image of a waterfall next to a mountain.

Which direction do you think the water is moving in?



This art work uses sound which comes out of a wall of speakers.

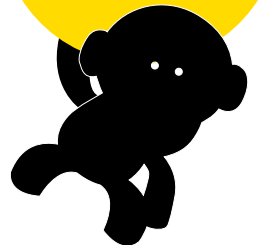
How could you find out?

If you walked away from the speakers do you think the sound would get louder, quieter or stay the same?



This art work is made from a group of helmets that look like they are floating in air.

How do you think the helmets are held in place?



IN THE GALLERY

# PHYSICAL PROCESS

During your visit to BALTIC, stand in one of the gallery spaces.

Is the  
space light  
or dark?

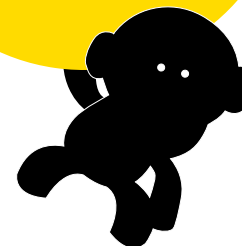


If there  
is light in the  
space, can you  
work out where is  
it coming from?



Compare the different rooms you  
walk through during your visit.

Are some  
rooms lighter  
or darker than  
others?



# READY MADES



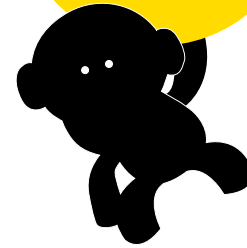
These activities can be used in any of the gallery spaces at BALTIC which you think are appropriate.

Use  
this chart to  
record the different  
materials that you see  
during your visit to  
BALTIC...

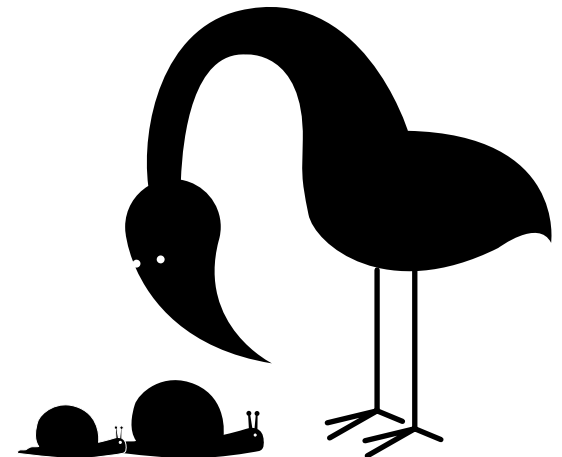
Choose  
one floor  
of the building  
and explore the  
gallery space.

Look closely  
at the walls, floor  
and ceiling of the  
room and all of the art  
works inside it to see  
what they are made  
from.

Put a tick  
next to each  
of the materials  
which you can  
see.



wood	
paper	
metal	
plastic	
stone	
glass	
wool	
The other materials I can see are...	



# READY MADES



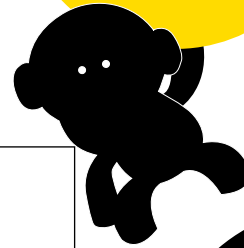
These activities can be used in any of the gallery spaces at BALTIC which you think are appropriate.

Choose one art work in the gallery space and draw it in the space below.

Label your drawing using words and arrows to show as many facts about the art work as you can.

Include words which describe the size, shape or colour of the art work, the materials it is made from, and anything else you can think of.

Tip: Make sure everybody in your class does not choose the same art work!



When you are back at school, collect the drawings from everybody in your class and put them up on the wall.

What are the similarities and differences between the art works?

How could you sort them into groups?

Tip: If an art work has been drawn two or more times, make sure that all the drawings of that art work are together.





# CREDITS



**Image: Bharti Kher: Virus:  
Exhibition Shot (01)**

Copyright: the artist  
Credit: Colin Davison

**Image: Marcus Coates: Human Report 2009**  
Courtesy of the artist and Workplace Gallery  
Credit: Colin Davison

**Image: Freak Show – An Unnatural History:  
Installation shot (03)**  
Copyright: the artist  
Credit: Colin Davison

**Image: Sam Taylor-Wood: Self Portrait  
Suspended V**  
Copyright: the artist  
Credit: Courtesy Jay Jopling/  
White Cube (London)

**Image: Kerry James Marshall:  
Campfire Girls**  
Copyright: the artist  
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Anderson, Lake Quivira, Kansas

**Image: Charles Avery Untitled (Islanders Publication) 2008**  
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**Image: David Shrigley:  
Spank the Monkey: You**  
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Exhibition image (01)**  
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and The artist who swallowed the world when it was still  
a disc BALTIC 2006**  
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**Image: Yoshitomo Nara + graf: A-Z Project:  
Exhibition Image (03)**  
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Installation image (09)**  
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**Image: Barthelemy Toguo: Heart Beat:  
Installation image (07)**  
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BALTIC installation shot (03)**  
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**Image: Wang Du: The Space-Time Tunnel  
(Exhibition): Interior shot**  
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**Image: Tracey Emin: I Kiss You**  
Copyright: the artist  
Credit: Photo: Stephen White Courtesy Jay Jopling/  
White Cube (London)

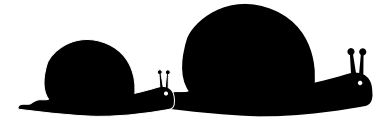
**Image: Monica Studer, Christoph Van Den Berg: Wasserfall**  
Copyright: the artists  
Credit: the artists

**Image: Matt Stokes: Real Arcadia**  
Copyright: the artist  
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**Image: Yoko Ono: Helmets (pieces of Sky, Third Version)  
2001-2006 BALTIC Centre for Contemporary Art**  
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Credit: Colin Davison



# LINKS TO FURTHER RESOURCES



**BALTIC's Hazard  
Identification**

**Sheet for group visits:**

[www.balticmill.com/learning/Downloads.php](http://www.balticmill.com/learning/Downloads.php)

**The Children's Plan**

[www.dfes.gov.uk/publications/childrensplan](http://www.dfes.gov.uk/publications/childrensplan)

**Every Child Matters**

[www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

**Primary framework for literacy  
and mathematics**

<http://nationalstrategies.standards.dcsf.gov.uk>

**Qualifications and Curriculum Authority**

[www.qca.org.uk](http://www.qca.org.uk)

**Social and Emotional Aspects of Learning (SEAL)**

[www.standards.dfes.gov.uk/primary/publications/banda/seal](http://www.standards.dfes.gov.uk/primary/publications/banda/seal)

**The Standards Site**

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

