

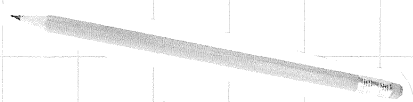


## Thinking, talking and documenting in the Sainsbury Centre Living Area

On the following pages are cut out instructions and suggested prompts to encourage students to actively explore the collections.

### How to:

- Read through the instructions and activities and choose ones you feel will suit your students' study and ability.
- If students are writing and reading:  
  
Stick activities/ questions as headings on paper or in a notebook to bring to the gallery for the students to make a journal of responses. Leave plenty of space around each task. This could be something you do to prepare for the visit, or a pre-visit activity for students.
- If students aren't writing or reading yet:  
  
Print some of the activities below as conversation starters for group leaders to use when guiding their students' exploration and discussion.
- We can provide clipboards, world maps and paper if you need them, just ask when you book.
- Enter the galleries and start your exploration! We would advise splitting groups down into smaller groups which are supervised with enough adults to keep the students safe.

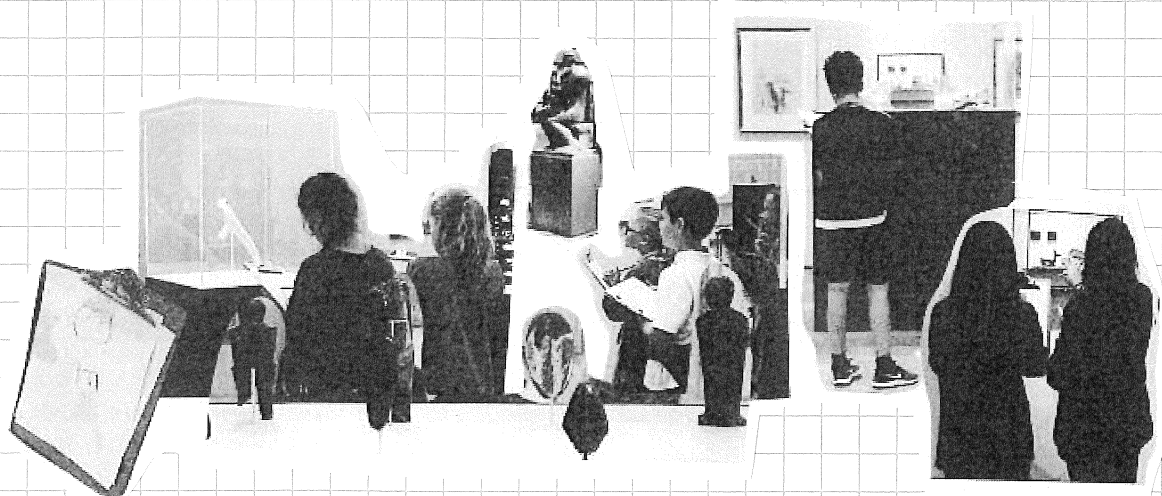


## Notes on taking groups of students around the gallery:

This gallery is designed with no set journey in mind. An interesting way to discover a path through the space is to let the group follow their noses and stop at things that collectively grab their interest

If you would like to plan a fixed tour, there are teachers notes on the website providing stories about nine artworks that are usually on display and often popular with school groups

Important note: Robert and Lisa were not art experts and did not expect their visitors to be, they hoped to provide a comfortable environment in which people could to enjoy looking closely at art from across the world



## Getting started

Date:

Where am I?

What do you think you will find in an art gallery and museum?

### Who collected all the art and left it here?

This collection of art was put together by two people called Robert and Lisa Sainsbury.

They collected so much art from all over the world that they ran out of room in their house.

The Sainsbury Centre was built to make a new home for all the art and objects. Some of the things are over 5000 years old, some are life-size and some are small enough to keep in your pocket.



Why do you think Robert and Lisa Sainsbury opened this gallery?

Do you have a collection? Why do you collect?

Draw, talk or write about your collection and think about how it is different or similar to this one.

**In your group, find an object to think about first**

Why did you choose this object? What caught your eye first?

Can you do a shape with your body that is similar to the object? Discuss, draw or write about how it feels to make that pose. Imagine having to do it all day long!

Have a good close look from as many different angles as you can. Show each other the most interesting angles to look at it from.

**Move on to another object**

What material is this made from? How might it feel if we could touch it?

What is the story of this object? Look closely, there might be details that you didn't notice the first time. How could you add those details to the story?

Discuss, draw or write about a why you think this artwork was made. Share your ideas with the group.

**Find another object to think about**

What is unusual about this artwork? Or does it remind you of anything familiar?

What kind of sounds you think this artwork might make? Think of some questions you'd like to ask the object. In pairs, someone pretend to be the object and someone else the questioner. Share the best question and answer with the rest of your group.

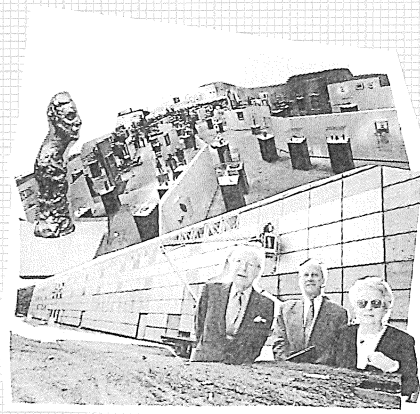
Discuss, draw or write about how this object might move if it suddenly came alive.

**Explore the gallery until you find another artwork to think about**

Do you like this object? Why? Does anyone dislike the object?

What colour is this artwork? Look closer. Can you see any more colours? Why do you think the artist has chosen to use these colours?

Does this object have a pattern? Make a record of it on your paper or find a similar pattern on another artwork, in the gallery walls or carpet, or even on your clothes. Lie down on the floor, can you see a pattern in the ceiling?



**Find two artworks that are close to each other**

Have a good look at both objects. Think of a word which could be used to describe both of them. Can you think of a word for each artwork that describes one but not the other?

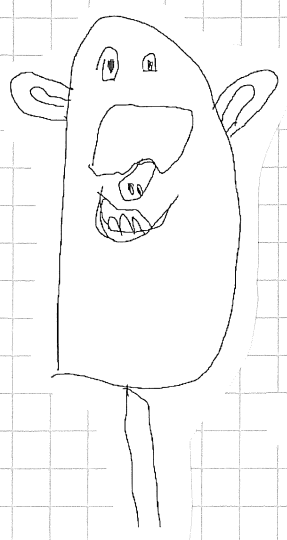
Which direction do the object seem to be looking? Follow their lines of sight and see if they meet. Write or draw or talk about the viewpoints of both objects. Which has the more interesting viewpoint?

Imagine a connection between the objects. How would they interact?

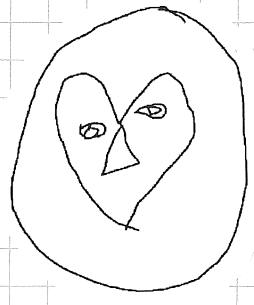
Can you find?

Objects with pattern

An object that is very old



An ancient Roman Hare

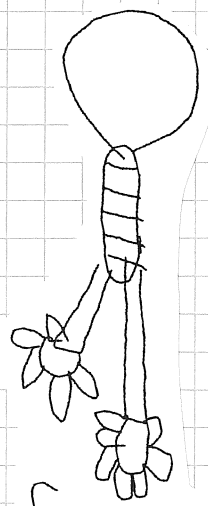


Objects from all over the world

A silver Llama

Tiny objects

Life size objects

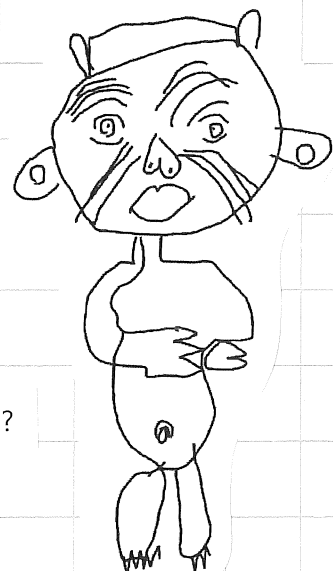


A wolf mask

An object that is very new

SPOON

**What have we seen and thought about?**



Was this gallery what you expected? Did you see anything that surprised you?

What three words would you choose to describe the artwork on display?

If you were to take one object home, which would you choose? Where would you display it?

What did you enjoy doing most in the gallery? If you come back again what will you make time to do?

To get in touch with the schools and outreach team  
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This resource was produced by Lynn Gray and Rose Hughes 2018

**SAINSBURY**  
**CENTRE** 40 YEARS  
1978-2018