



Give it some

OOMPH!



TOWNER
Eastbourne



EASTBOURNE
ALIVE
Celebrating
the Turner
Prize 2023

Introduction

The *Give it Some Oomph!* was developed by a group of students at The Turing School, Eastbourne working with artist Richard Phoenix as part of Eastbourne ALIVE. As Year 9 students, they are at the point of deciding which GCSE's to take forward. It is also when creative subjects, such as music, drama and art, are generally considered no longer compulsory in the National Curriculum.

Over the course of nine months during the 2022 to 23 academic year, Year 9 art collective, the self-titled Nibble Bibble Duck Toes, worked with Richard and Towner's Learning Team to question, challenge and explore our preconceptions of contemporary art and the spaces in which we experience it. They tackled themes including access to the arts, equity, hierarchy and conformity both within school and in the gallery. The student resource aims to work as a toolkit for engaging groups with contemporary art through prompts and activities developed by these young people.

This resource aims to support teachers and challenge perceptions of who art is for through fun, sometimes gleefully absurd creative tasks. It is intended for use in galleries or anywhere contemporary art can be experienced.

Give it Some Oomph! is available digitally in two versions, a [Primary and Secondary and Higher Education](#).

Give it Some Oomph! (Teachers' Resource) aims to support teachers and students to experience contemporary art in an accessible, exploratory way. We hope it will support you to be creatively courageous in the classroom.

Each activity in this publication was tried and tested by the Nibble Bibble Duck Toes, supported by Turing's Social Action Coordinator and teacher Sarah and Richard. If you're a teacher, parent, carer or support worker reading these notes we'd encourage you to try the activities yourself: either in advance or in response to your gallery visit, or just for fun! We'll finish this introduction with some advice from one of the group:

Making art for us has been really helpful, we recommend doing it every day, even if it's just for 10-15 minutes!

- Chloe

Mollie Howells
Learning Curator:
Children and Young People



Activities

The activities in this resource were inspired by the Nibble Bibble Duck Toes who are students at The Turing School, and the activities they developed to engage with contemporary art. They are designed to support pupils' play, personal and social confidence and can be adapted for students of all ages.

For each activity you have the option to look at an artist's work that the group felt was linked.

Before you start

READ:

The recently published [Arts in Schools: Foundations for the Future report](#), which details policy developments over four decades of art in schools since the publication of the influential [The Arts in Schools: Principles, practice and provision \(1982\)](#), which secured Arts in the school curriculum.

[Department for Culture, Media and Sport's 2020 report](#), Evidence summary for policy: The role of arts in improving health and wellbeing.

Allow at least 30 minutes for each activity.

All activities are designed using accessible and inexpensive materials you can find around the home or school environment.

Make sure you have a working speaker, bluetooth is ideal as most devices can connect to one.

Create a playlist (or use the [Nibble Bibble Duck Toes'](#)), that participants can add to throughout the session

Some of the links to artist pages include explicit content, so please ensure you check content is appropriate to your group if sharing.

During

Remember, these activities are about the process rather than outcome. Participants can interpret and adapt the activities and be as involved as they want to be.

GIVE IT SOME OOMPH
- The Nibble Bibble Duck
Toes playlist



After

Chat to participants on thoughts and feedback for future sessions, the below activities are only a starting point to build on!

Energy



Materials

- Paper (any paper will do but the larger the better – a large roll, like Fabriano is best)
- Pencils
- Charcoal
- Crayons
- Felt-tips
- Scissors
- Glue sticks or Split pins
- Cardboard or thick card to stick the characters to
- Stickers or labels for naming the characters

Activity

Think about the energy you have or would like to have.

Using the playlist you are creating, set a time limit (in number of songs) to draw body parts: 10 x head, 10 x arms, 10 x legs, 5 x head and faces, 5 x torsos, EVERYTHING!

e.g.
One song to draw as many of the above as possible and no one can use reference images. The point is to draw as many as they can, the above numbers as a guidance.

Once you've finished, cut out the body parts and mix them up!

Choose your favourites. You can use parts other people have made, and pairs don't need to match, but create a body.

Stick these onto a piece of paper or cardboard. If using cardboard you can use split pins to make the parts mobile

Give them a name!

Artists and artworks you can look at

[Sin Wai Kin](#)

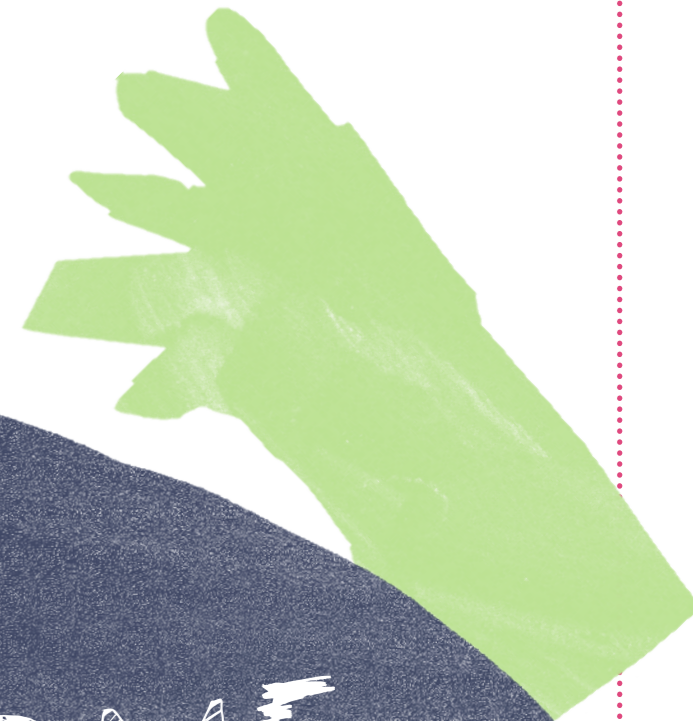
[Rachel Maclean](#)

[Florence Peake](#)

Nibble Bibble Duck Toes say...

Do you think everyone would feel the same thing?

No two people are going to have the exact same opinions – even if they are identical twins



GIVE IT
SOME
OOMPH!



Taking up space

Materials

- Glue
- Pencils
- Felt tips
- Paint pens
- Tape - any variety
- Bamboo sticks
- Gloves (rubber gloves are best but compostable single-use gloves work too)
- Thick cardboard
- Ribbons or strips of material

Activity

Choose something you can adapt into a wearable object – there are no limits in what you can use or where you wear it – it just needs to make you ‘louder’.

The object can be anything: glove, hairband, bracelet, wings, antenna... The only caveat is that it needs to increase the space you take up when you visit a new place.

Make into something that you wear or perform with. You can do this by cutting bits out, taping things to it or drawing onto it.

You can incorporate objects into your wearable item and experiment with mark-making.

Test out with the objects you’ve made.

If you don’t want to make something to wear, you can create an object to hold or carry.

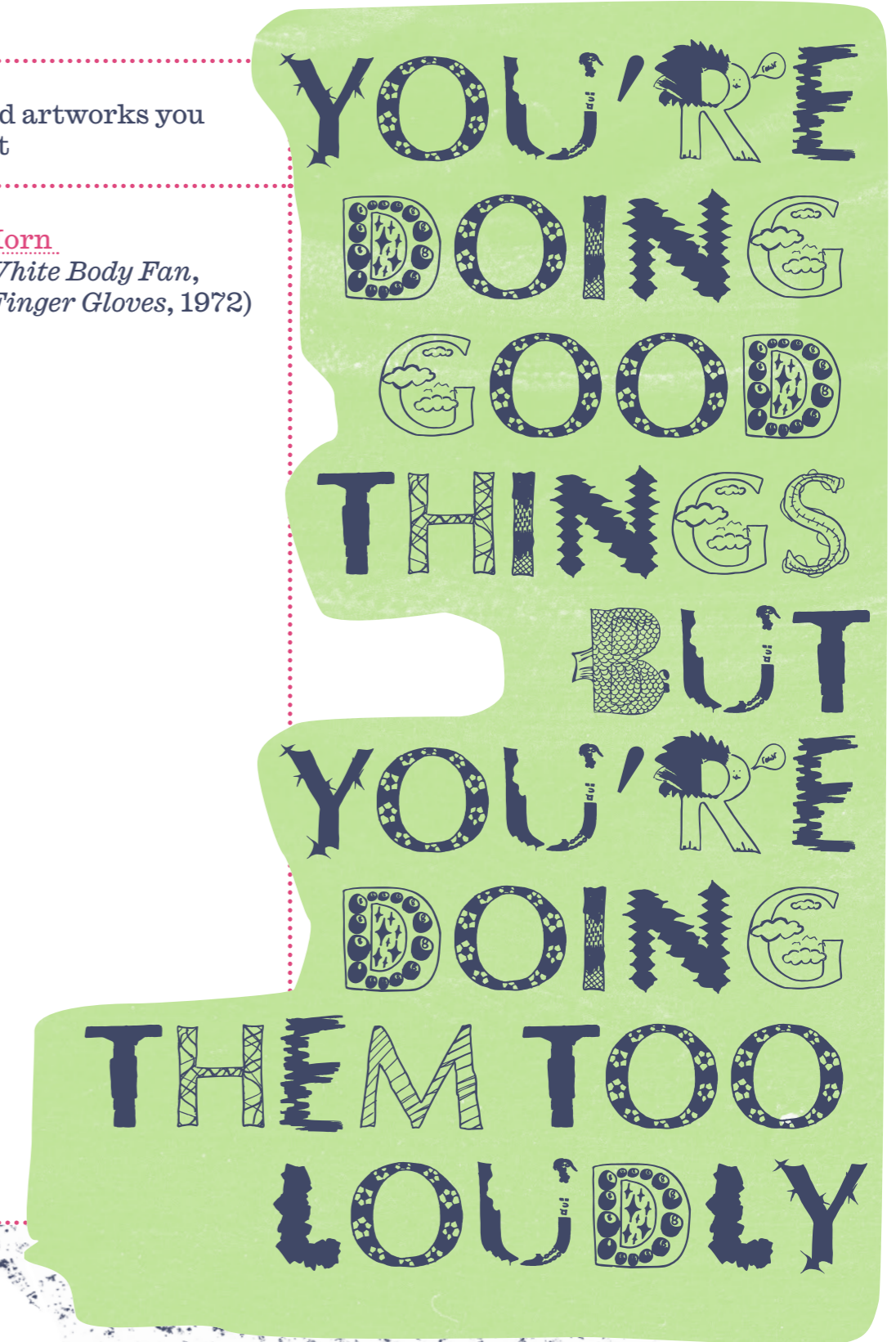
The main purpose of this activity is to encourage participants to take up space confidently so it is important that the way they do is entirely led by them – it can be one item, a full outfit, a performance or take up a whole room!

Artists and artworks you can look at

[Rebecca Horn](#)
(Look at *White Body Fan*, 1972 and *Finger Gloves*, 1972)

[Lucy](#)

[Sarah Sze](#)



Nibble Bibble Duck Toes say...

The atmosphere of the gallery can tell you to be quiet – the atmosphere of a football stadium tells you to be loud.

What things would make you feel ‘louder’ and more comfortable in the gallery? We decided dressing up would be good.

Origins

Materials

- Paper
- String
- Coloured yarn
- Colour masking tape
- Scissors

Activity

Explore shared histories – look at personal histories and things that connect us.

This activity looks at both fostering connections and celebrating differences.

Ask the group to think about their personal histories. And if they are happy to share, ask them to physically create those connections. They can be as light-touch or in-depth as feels appropriate:

Connections can include:

- Where they live and where they would like to live
- Musical tastes
- Whether they have tried a Dragon-fruit
- Opinions on something as small as raisons or as big as the EU referendum!

Using a ball of string, colourful yarn or tape, ask the group to make links to one another based on their answers. Participants can sit or stand as they become part of a large Cat's Cradle-style installation with yarn tied to hands, feet or fingers. Alternatively, they can use tape on the floor to build connections.

These can be colour coded under various themes or subjects.

Our opinions, memories and experiences all inform how we experience our surroundings and how we create and respond to artwork.

The aim of this activity is to build and share connections while celebrating differences and create an installation that takes up the entire space!

The artists in this section have used a variety of influences from personal to cultural histories and events.

Artists and artworks you can look at

[David Blandy](#)

[Tai Shani](#)

[Yinka Shonibare](#)

[Barbara Walker](#)

Nibble Bibble Duck Toes say...

Everything's been done before!

Has everything been done before?

Things come back, recycled and changed (sometimes better!)



Materials

Materials	Activity	Artists and artworks you can look at	Nibble Bibble Duck Toes say...
<ul style="list-style-type: none"> • Bamboo sticks • Gloves (washing up gloves or gardening) • Tape • Wire • Art straws • Tin foil • Cling film • Posca pens (or any paint) • Create a miniature photo studio using colour paper for a background, a lamp or desklight or daylight near a window and a phone with a camera • Office objects: pencils, Biro, rulers, staples, pots etc anything you can find! • Any found objects: recycled bottles (coloured ones are best), buckets, footballs, fruit... ANYTHING 	<p>In advance ask participants to bring in a random object. This can be something recycled or something found (coloured plastic bottles, wooden blocks, spools)</p> <p>The aim of this activity is to explore materials we wouldn't usually associate with galleries, while testing the possibilities and limits of each object.</p> <p>Create a one-song sculpture: gather the collective materials into a pile. Participants have the length of a song to choose materials and create a sculpture. They can even include themselves as part of a performative sculpture!</p> <p>(Don't forget the sculptures are not intended to be permanent)</p> <p>Once the song finishes, write instructions for someone to remake it.</p> <p>Don't confine the display of the sculpture to the classroom. Explore corridors and outdoor spaces until you find the right space.</p> <p>It can be left and displayed as an artwork. Or you can explore the area to find a space (like Lubaina Himid's <i>Navigation Charts</i>) or create a performative photo like Erwin Wurm!</p> <p>Dismantle the sculptures and swap instructions with each other. Create your new sculpture based on these new instructions.</p> <p>The only condition is you can't ask for clarification on the instructions, they should be open to your interpretation.</p> <p>Repeat the process!</p>	<p>Lubaina Himid</p> <p>Rachel Whiteread</p> <p>Erwin Wurm</p>	<p>Nibble Bibble Duck Toes say...</p> <p><i>Why would you look at what something was made of?</i></p> <p><i>Maybe what it's made of could have a deeper meaning behind it.</i></p> <p><i>The material might be chosen specifically or add something that's not always obvious but it's meaningful to the artist</i></p>



Words

THE THING I CAN'T NAME!

Materials

- A random but familiar object (see activity)
- Any body of text – old essays papers etc
- Collage materials (newspapers, magazines – text based is best)
- Colour paper (minimum A3)
- Marker pens
- Dictaphone



Activity

Words can be a powerful tool in art. In a gallery context it is common practice for artworks to have an interpretation label nearby. These are usually written by a Curator, and can help us understand what we are looking at. But they can also influence our experience of an artwork, or tell us how to respond.

Some artists make artwork using text and some play with language.

Choose a common or everyday object to write a poem about, or to. This can be anything from an apple to a packet of crisps... The only condition is it needs to be something familiar.

You can use collage material cut from newspapers or books to discover or rediscover words that might work as part of your poem.

Make a list of words that you cannot use. For example, if writing about Prawn Cocktail crisps you might decide you cannot use words like 'crisps', 'Walkers', 'crunch' or 'packet'.

When writing poems, encourage participants to focus on memories of what they are writing about: this might be where they were and who they were with. Include experiences, thoughts and feelings - whether positive or negative.

It is up to participants if they want to share their texts, but offer a variety of ways to do this. They could read it to a classmate or teacher, speak it into a voice recorder or ask someone else to read it for them (they don't even have to say who it's by). They can write the poem and shred it if they want!

You can add time-limits to this task with the playlist.

If participants are happy to, write the poems on paper and place next to the object. See if these interpretations influence how participants think about that object. Does it change how they see it?

Artists and artworks you can look at

[Maria Amidu](#)

[Helen Cammock](#)

[Jenny Holzer](#)

[Zineb Sedira](#)

Nibble Bibble Duck Toes say...

The purpose of poetry is to amplify emotion.

Creative writing can make you picture things and create an image in your mind.



Explore

Materials

For this exercise you are unlimited in what you can use. The list below is for guidance.

- Noise-cancelling headphones
- Blindfolds
- Dry herbs (like mint, lavender for example)
- Essential oils (these are available in a wide variety of sweet or floral smells)
- Bamboo sticks
- Yarn
- Blue or white tack
- Masking tape
- Scraps of fabric
- String
- Large sheets of paper
- Collage materials
- Cardboard
- Smooth wooden 2"x4" lengths

Activity

The links suggested in this section are to artists who have brought their practice into public or shared spaces outside of the gallery. Often the work is created in collaboration with the communities they're working in.

Think about art you have seen in spaces that are not galleries. Think about where you are now: how could you change the feel of that space through making an artwork?

As a group, explore the building or area you are in. If it's a classroom leave that space and explore the corridors, common spaces, reception areas, lifts or stairwells, playgrounds, lockers and beyond.

Pick up to three spaces to install an artwork. Take time to look at the architectural features of the space and the social behaviour within it. Do you want the work to visually blend into this space, or do you want the work to stand out of it?

Work together to create an artwork that responds to each space. Think about all the senses when deciding on the materials. Think about the size of the work in the space, and the interaction you want audiences have with the work.

Install your work in the 'public' space and test how long it can stay there - make sure to take a photo!

Artists and artworks you can look at

[Verity Jane Keefe](#)

[Rory Pilgrim](#)

[Superflex Collective](#)

Nibble Bibble Duck Toes say...

We've enjoyed showing you some of our journey over the past nine months and hope you enjoy the art as well.

We hope you have your own creative mind!

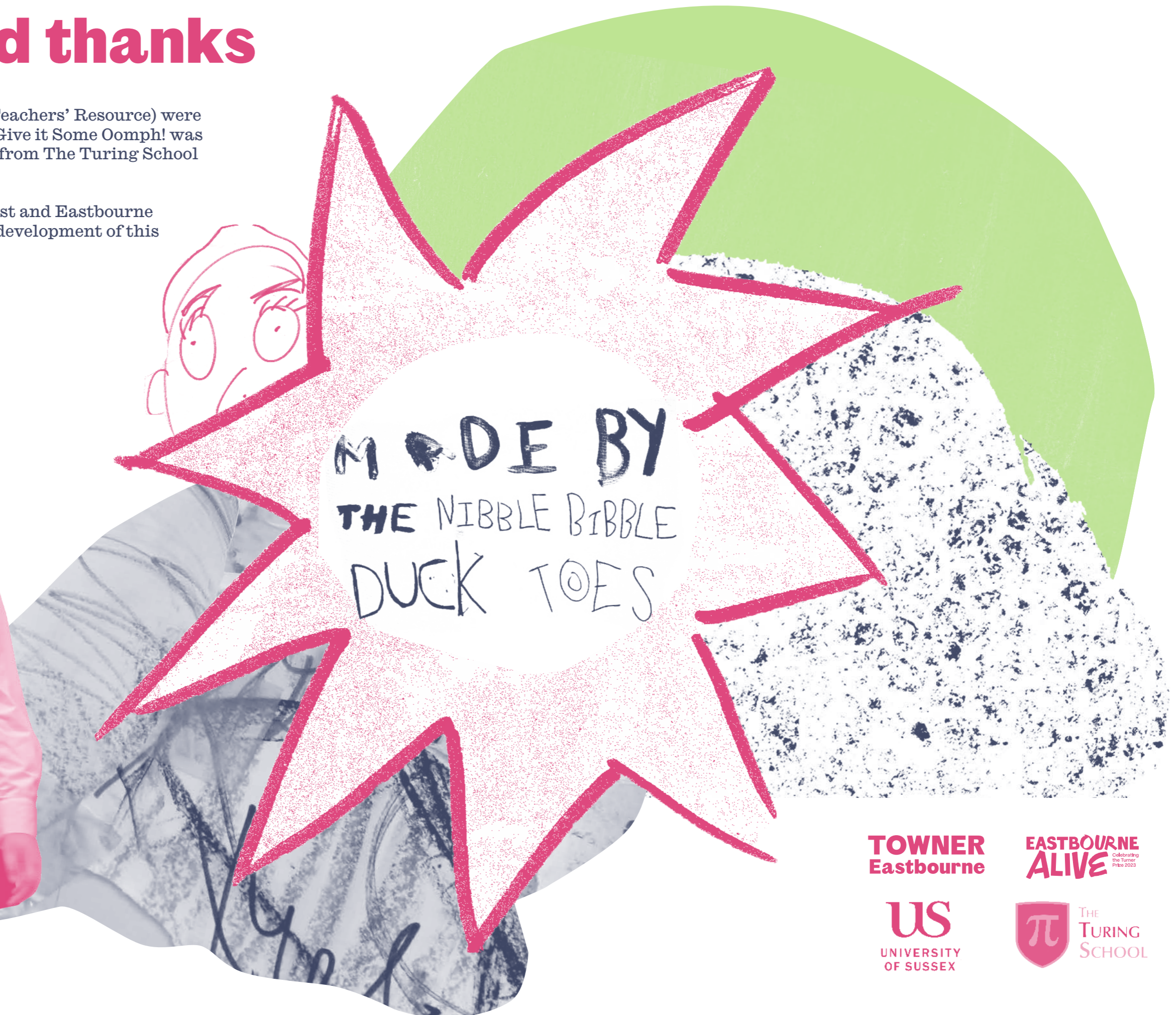


Credits and thanks

The activities in Give it Some Oomph! (Teachers' Resource) were developed by Towner's Learning team. Give it Some Oomph! was developed by a group of Year 9 students from The Turing School and Richard Phoenix.

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