Dispersion
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www.ica.org.uk/education
ICA Education Programme

Our dynamic, artist-led Education Programme provides opportunities for schools, colleges and community groups to engage in creative ways with the ICA’s exhibitions. The gallery is open for school visits between 10am and 12pm, Monday – Friday.

This pack is geared towards secondary school students pursuing Key Stages 4 and 5 and to those studying an art foundation. Teachers may find it useful to visit the exhibitions before bringing a group. If you would like to plan a trip to the ICA, get in touch and find out how we can meet the needs of your group.

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For more information and to view our archive of previous learning activities, please visit: www.ica.org.uk/education

What We Do

Artist Led Projects: Our programme includes artist-led workshops with schools and innovative collaborations between artists and community groups.

Teachers Packs: These are available with each exhibition and include exhibition notes, suggested discussion points and activities for your visit, how to prepare before attending the exhibition and proposed activities for the classroom.

 Insets: The ICA offers professional development sessions for teachers as an opportunity to meet with artists and gallery staff, and discuss how best to incorporate contemporary art into young people’s education.

Schools Mailing List: Keep up to date with the exciting education projects, events and workshops happening at the ICA by signing up for our mailing list.

Teachers Previews: These private views are dedicated to education resources and offer ideas for your pupils’ visit to the ICA. Come as a teacher or as yourself to enjoy a relaxing evening in the gallery.
Exhibition Concept

Dispersion presents seven international artists who work with photography, film, video and performance; Anne Collier, Maria Eichhorn, Mark Leckey, Hilary Lloyd, Henrik Olesen, Seth Price and Hito Steyerl. All of these artists explore the appropriation and circulation of images in contemporary society, examining the role of money, desire and power in our accelerated image economy – from the art market to the internet.

The works in Dispersion often take the form of archives, histories or collections, sometimes adopting an anthropological approach. In many cases, they are characterised by an interest in feminism and gender politics in the realm of sexuality and sub-culture. All the works however are informed by personal or idiosyncratic narratives, exploring the role of subjectivity in the contemporary flow of imagery.

Anne Collier, Anything You Want, 2006, C-print - Courtesy the artist and Corvi Mora, London

This pack aims to be in line with the cross-curriculum and addresses six main themes of the exhibition rather than the seven individual artists. These themes can extend to many subjects and many areas of modern life.

"Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society."

National Curriculum, cross-curriculum
**Themes:**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Art and Design Key Stage 4</th>
<th>Art and Design Key Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Dispersion of images</strong></td>
<td>Record observations and analyse them according to purpose and intent.</td>
<td>Record observations, critically analyse and evaluate them in relation to purpose, meaning and context.</td>
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<tr>
<td><strong>2. Appropriation</strong></td>
<td>Analyse and evaluate images, showing understanding of context and of purpose.</td>
<td>Critically analyse and evaluate images, showing understanding of purpose, meaning and context; explain connections with the work of others.</td>
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<tr>
<td><strong>3. Private/public image</strong></td>
<td>Analyse and evaluate images in relation to context and intent; give a personal response.</td>
<td>Critically analyse and evaluate images in relation to purpose, meaning and context; give a personal and informed response.</td>
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<tr>
<td><strong>4. Celebrity icons</strong></td>
<td>Analyse and evaluate images in relation to context; give a personal response, exploring a variety of media and processes.</td>
<td>Critically analyse and evaluate images in relation to purpose, meaning and context; give a personal and informed response, exploring appropriate media and processes.</td>
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<tr>
<td><strong>5. Art’s place</strong></td>
<td>Analyse and understand context; give a personal response and make informed choices.</td>
<td>Critically analyse and understand context; give a personal and informed response, exploring appropriate media and processes.</td>
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<tr>
<td><strong>6. Identity</strong></td>
<td>Research, analyse and evaluate in relation to context; give appropriate personal response.</td>
<td>Critically research, analyse and evaluate in relation to context; give a personal and informed response, exploring appropriate media and processes.</td>
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1. Dispersion of Images

Dispersion of images in today’s society: in the media, in the landscape and in the urban environment, in forms of interpersonal communication such as mobile phones, internet social networks and skype.

QUESTIONS:

1. What does this dispersion of images mean to you?

2. When did you last experience it? (on your journey to school, last time you sent a text...)

ACTIVITIES:

1. Record images on your journey to the exhibition and/or on the way back and analyse them in the classroom. Consider the intent of the images and the strategies used to achieve this. Look out for specific types of images, such as advertisement billboards for a certain product and compare them.

2. Record images used to communicate with friends and analyse the kind of choices made in those instances. Think about what do you want to communicate and how do you do it?

OTHER RESOURCES TO LOOK AT:

• Visit the exhibition “Andy Warhol other voices other rooms” at Hayward Gallery.
  http://www.southbankcentre.co.uk/minisite/andy-warhol

• Mimmo Rotella’s decollage
  http://collagemuseum.com/mimmo-rotella/

LINKS TO OTHER SUBJECTS:

• Media Studies
• Design & Technology
2. Appropriation

Appropriation is an important aspect of contemporary art and culture; it also deals with aspects of everyday life and entertainment such as downloading music and images from the web.

QUESTIONS:

1. Do you often download music and images from the web? Are you concerned about the legal issues of piracy when doing so?

2. Do you think that in contemporary art ‘originality’ and ‘uniqueness’ are still relevant issues?

ACTIVITIES:

1. Try to find adverts that copy art works and analyse them: identify the artwork they copy and what aspects they appropriate.

2. Think about artists that have influenced your work: what aspects did you pick from their practice? Try to understand the motivations behind your choice to appropriate from other artists’ work.

OTHER RESOURCES TO LOOK AT:

• Ready-made, Marcel Duchamp

• Roy Lichtenstein
  [http://www.lichtensteinfoundation.org/]

• Other artists to research:
  Sherry Levine, Banksy, Jake and Dino Chapman, The Little Artists.

LINKS TO OTHER SUBJECTS:

• Media Studies
• Law
• Citizenship
• History of Art
3. Private/Public Image

Youth culture and the use of internet social networking sites are commonplace in today's society and the sharing of one's own image on the internet, through both photos and videos, is available to everyone. Consider issues of private and public imagery and the possibility of snooping into and monitoring private lives.

Voyeurism and desire: the desire to be popular and project a certain self-image, the desire to look sexually appealing.

**QUESTIONS:**

1. Do you use any social networking websites? If so, which ones?
2. Why do you use them and what do you enjoy about them?

**ACTIVITIES:**

1. Look at images posted on social networking websites: what kind of self-image do people want to project to others? What strategies do they use to achieve it?
2. Create an imaginary profile of yourself on a social networking website; tailor-make images for the imaginary self.

**OTHER RESOURCES TO LOOK AT:**

- Film: “Tarnation”
- Other artists to research: Sophie Calle, Cindy Sherman, Gillian Wearing, Phil Collins.

**LINKS TO OTHER SUBJECTS:**

- English Literature (autobiographical writing, diaries, letters)
- Law
- Drama
- Citizenship
4. Celebrity Icons

The culture (and cult) of celebrities in the media: visual images play a fundamental role in reinforcing it and iconic images of celebrities are often used to sell products and lifestyles.

QUESTIONS:

1. Can you think of any artwork that celebrates a famous person?

2. Do you think that in some cases artists exploit celebrities for their own fame?

ACTIVITIES:

1. Create your own imaginary celebrity and stage it by means of an invented magazine cover, press article, blog or myspace page; try to use family history and personal life experiences to build the imaginary celebrity’s identity.

2. Research artists and photographers’ that have celebrated Kate Moss in their work (there are several); analyse and compare the images you find.

OTHER RESOURCES TO LOOK AT:

- Visit the National Portrait Gallery’s permanent collection and the current show “Annie Leibovitz: a photographer’s life 1990-2005”.  
  http://www.npg.org.uk/annieleibovitz/index.htm

- Visit “Statuephilia” at the British Museum.  
  http://www.guardian.co.uk/artanddesign/video/2008/nov/19/statuephilia-british-museum-siren-marc-quinn

- Other artists to research:
  Jeff Koons, Elizabeth Peyton, Dexter Dalwood.

LINKS TO OTHER SUBJECTS:

- English Literature (autobiographical writing, diaries, letters)

- Drama

- History of Art
5. Art’s Place

Today art happens in a number of places, public, private, virtual; its language manifests itself through a variety of media and interaction with the audience is often central.

**QUESTIONS:**

1. What does determine that something is art? Is it a matter of context, or intent, or something else?

2. How has the role of museums changed over the centuries?

**ACTIVITIES:**

1. Create a collaborative project that will have its final outcome in an internet resource (blog, website, videos on Youtube). Try to include personal histories, family history or the history of the community you live in.

2. Get involved in a community art project happening in your area.

**OTHER RESOURCES TO LOOK AT:**

- The Fourth Plinth in Trafalgar Square.  
  [http://www.london.gov.uk/fourthplinth/](http://www.london.gov.uk/fourthplinth/)

- Artangel.  

- Research: Public art, internet-based art, collective projects, community art.

**LINKS TO OTHER SUBJECTS:**

- Citizenship
- Media Studies
6. Identity

Stereotypical gender representations exist in the media and in the history of art: identity stereotypes in the media and in Western art tradition also extend to other aspects, such as ethnicity, social class and age, for example.

QUESTIONS:

1. Can you think of stereotypes about gender, in art or in commercials?

2. Do you think that history of art is objective and universal, or is it determined by the society that creates it?

ACTIVITIES:

1. Research and compare how males and females are targeted as separate categories in the realm of product sale and consumption (for example, toys and household products). Create a spoof advert poster or a video that completely subverts these strategies.

2. Research how the media often tends to portray a negative picture of teenagers; think about a project (a photographic survey, a magazine, a website, a blog) that shows positive things about teenagers.

OTHER RESOURCES TO LOOK AT:

• Guerrilla Girls
  
  http://www.guerrillagirls.com/

• Kara Walker
  
  http://learn.walkerart.org/karawalker

LINKS TO OTHER SUBJECTS:

• Citizenship
  
• Sexual Education

• Media Studies

• Drama
Further issues to explore:

- Postmodernism
- Art and Feminism
- Queer theory
- Post-Colonial Studies
- Internet art
- Collaborative art projects
- Luther Blissett
- Collective identity
- Deconstruction in art
- Anthropological approach in art

Further readings to explore:

- Roland Barthes
- Jean Baudrillard
- Walter Benjamin
- Jacques Derrida
- Michel Foucault
- Frederick Jameson
- Rosalind Krauss
- Marshall McLuhan
- Linda Nochlin
- Griselda Pollock
- Edward Said

Readings related to the exhibition:

- Eve Kosofsky Sedgwick, “The epistemology of the closet”
- Seth Price, “Dispersion”
  http://www.ica.org.uk/Seth%20Price%3A%2084%2095%20106%20117+%2018772.twl
- Jacqueline Rose, “Sexuality in the field of vision”
- Kazys Varnelis, “The meaning of network culture”